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REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

PORTO RICO

TO THE

SECRETARY OF THE INTERIOR, U. S. A.,

FOR

THE FISCAL YEAR ENDED JUNE 30, 1905.

Porto Rico. Dept. of education.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1906.

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DECEMBER 7, 1905.

Referred to the Committee on Pacific Islands and
Porto Rico and ordered to be printed
with illustrations.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1906.



DEPARTMENT OF THE INTERIOR,
Washington, December 6, 1905.

SIR: In compliance with the requirements of section 25 of the act of Congress entitled "An act temporarily to provide revenues and a civil government for Porto Rico, and for other purposes," approved April 12, 1900 (31 Stat. L., 82), I have the honor to transmit herewith the report of the commissioner of education for Porto Rico for the fiscal year ended June 30, 1905.

Very respectfully,

E. A. HITCHCOCK,
Secretary.

The PRESIDENT OF THE UNITED STATES SENATE.

EXECUTIVE HOUSE, PORTO RICO,
San Juan, P. R., October 3, 1905.

SIR: I have the honor to forward herewith the annual report of the
commissioner of education for Porto Rico for the fiscal year ended
June 30, 1905.

Respectfully,

BEEKMAN WINTHROP,
Governor.

The SECRETARY OF THE INTERIOR,
Washington, D. C.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 15, 1905.

SIR: I have the honor to transmit herewith, through his excellency the governor of Porto Rico, my annual report for the fiscal year ended June 30, 1905, in pursuance of section 25 of the act of Congress approved April 12, 1900 (31 Stat. L., 17), entitled "An act to provide revenue and a civil government for Porto Rico, and for other purposes," and also in pursuance of section 130 of the political code of Porto Rico, approved March 12, 1902.

Following the usual custom, the statistical data presented in this report relate to the year ended June 30, 1905. The narration of events of interest in the work of education in Porto Rico is carried to September 1.

In conformity with the request made in your communication of June 5, 1905, I have the honor to present herewith the following summary of statistics of schools in Porto Rico for the school year 1904-5.

1. Number of pupils enrolled in all schools, including special schools:

White—

Males	29,990
Females	21,265
Total	51,255

Colored—

Males	10,256
Females	7,344
Total	17,600

White and colored—

Males	40,246
Females	28,609
Total	68,855

Reenrollments, or duplicates	5,632
Total number of different pupils actually enrolled	63,223
Total number of different pupils actually enrolled in the common schools	59,042
Total number of different pupils actually enrolled in the special schools	4,181

2. Average daily attendance during the year for the whole island in the common schools 42,989.27
Average daily attendance during the year in the special schools. 2,212.10
Average daily attendance during the year in all schools..... 45,201.37

3. Average number of days each school was actually kept :	
Common schools-----	159
Special schools-----	147
4. Maximum number of buildings in use for schools during the year (town, 149; rural, 515; agricultural, 11)-----	675
5. Estimated value of all insular school buildings ^a -----	\$556, 026. 34
Annual rental of hired buildings-----	\$64, 347. 97
6. Number of pupils enrolled in public high schools-----	151
7. Total number of different teachers employed in the common schools during the year:	
White—	
Males-----	620
Females-----	422
Total-----	1, 042
Colored—	
Males-----	57
Females-----	44
Total-----	101
White and colored—	
Males-----	677
Females-----	466
Total-----	1, 143
Total number of different teachers employed in the special schools during the year-----	67
Total number of different teachers employed in all schools during the year-----	1, 210
8. The monthly salary of teachers, as fixed by law, during the year 1904-5 has been as follows: ^b	
Rural teachers—	
Second class-----	\$30. 00
Third class-----	25. 00
Graded teachers—	
Second class-----	50. 00
Third class-----	45. 00
Principal—	
Second class-----	75. 00
Third class-----	70. 00
To all of which amounts are added allowances for house rent, as follows:	
Rural teachers, not less than \$3, nor more than-----	8. 00
Graded, principal, and special-work teachers, not less than \$10 nor more than-----	15. 00
9. Total expenditures for school purposes, 1904-5:	
By insular government-----	655, 940. 90
By local governments-----	220, 364. 26
Total-----	876, 305. 16

In the last annual report of this department my predecessor carried the account of general educational questions and the narration of events of interest in the history of education in Porto Rico practically to the date of his retirement from office.

^aIncluding every expense incurred within the last six years in connection with the acquisition of property by the insular government and with the erection and maintenance of school buildings.

^bSpecial teachers as per special contract.

Entering upon the duties of my office October 1, 1904, I found the work of the schools well under way. Plans for the year had been laid, and the arduous labor of preparing for the school year had been completed. By his thorough preparation for the work of the year my predecessor, Dr. S. M. Lindsay, lightened my labors at the outset of my administration in a high degree, and I am led here to express my profound sense of appreciation of his conscientious devotion to the work which he had undertaken in Porto Rico. It was, moreover, fortunate that there had been only a few changes in the corps of superintendents in the month of September, and none whatever in the office force, so that the machinery of the department continued in undisturbed operation. The assistant commissioner, Mr. E. W. Lord, who had been during the previous administration fertile in suggestions, wise in counsel, and untiring in his efforts, continued in office at my request, and has rendered services of inestimable value to the school administration which it is a pleasure to acknowledge.

An harmonious internal administration, the encouragement and support of the executive of the island, Hon. Beekman Winthrop, in all matters looking to the advancement of educational interests, and the profound and sincere interest of the people at large have made the task of the administration an exceedingly pleasant one. It is believed that a study of the details which I shall have the honor to present will show satisfactory and commendable progress. Each year brings increasing effectiveness. The problem of adapting our educational system to the needs of the people becomes more and more important as the opportunity of expanding the system through increasing appropriation becomes more restricted. To borrow a simile from modern industrialism, it may be said of the educational problem in Porto Rico, "It is not so much to extend the plant as to increase the output." It is in this direction that our activities extend, and it is by this test that we should desire our work to be judged, not only in Porto Rico, but in the United States as well.

Very respectfully,

ROLAND P. FALKNER,
Commissioner of Education.

The SECRETARY OF THE INTERIOR,
Washington, D. C.

REPORT OF THE COMMISSIONER OF EDUCATION OF PORTO RICO.

The successive reports of the commissioners of education since the American occupation of Porto Rico have noted a constant improvement in the school facilities of the island. For some years the reports showed an increase in the number of schools from year to year, and with it an increase in the number of children participating in the benefits of education. The following figures display this growth:

	1901.	1902.	1903.	1904.	1905.
Number of schools	733	883	1,026	1,113	1,104
Average daily attendance, island	23,452.8	29,456.88	34,271.71	41,798.26	45,201.37

In the report of my predecessor for 1904 it was observed that this expansive movement had apparently come to an end, or had at least reached a point where the progress must be very much less than before. That his analysis was correct is shown by the following list of expenditures since the American occupation, together with the appropriations for the present year:

Comparative statement of expenditures, department of education, 1900-1901 to 1903-4, and appropriations 1904-5 and 1905-6.

	Expenditures.				Appropriations.	
	1900-1901.	1901-2.	1902-3.	1903-4.	1904-5.	1905-6.
Office expenses	\$23,644.33	\$27,943.51	\$29,431.84	\$40,134.79	\$35,400.00	\$36,730.00
Supervision	16,967.43	23,808.07	35,100.85	32,105.73	33,400.00	34,400.00
Equipment	40,824.17	40,044.28	40,635.84	30,615.06	36,200.00	26,000.00
Maintenance of:						
Common schools	301,047.12	349,202.57	401,582.92	416,124.31	408,800.00	422,000.00
High and graded schools	11,668.00	12,051.70	24,360.83	33,167.18	43,120.00	37,920.00
Industrial schools			16,450.80	28,557.90	41,765.00	31,880.00
Scholarships		15,000.00	14,864.64	18,564.86	20,460.00	20,460.00
Total	394,151.05	468,050.13	562,427.72	599,269.83	619,145.00	609,390.00

A comparison of the figures for the years 1903-4 and 1904-5 shows at a glance the opportunities open for expansion of our school system in the year to which this report refers. It shows the possibility of larger expenditures for the special schools, high and industrial, and practically stationary expenditures for the common schools.

COMMON SCHOOLS.

The common schools of the island are of two classes—rural and graded. In the former a single teacher directs the studies of a group of children, and the number of schools and teachers is identical. The

graded schools established in our cities and towns contemplate a course of instruction extending through eight years, preparing pupils for the high school and normal school. In the nomenclature of the school administration of Porto Rico the term "school" and the term "class" are identical. Except in so far as the pupils of graded schools may enjoy the privilege of special teachers and the inspection of a principal who is not a teacher, the number of schools and the number of teachers is identical. In respect to what has been done for rural and urban population this fact becomes significant. The schools in operation during the past year as compared with the year before were as follows:

	Rural schools.		Graded schools.		Common schools.	
	1903-4.	1904-5.	1903-4.	1904-5.	1903-4.	1904-5.
First term.....	549	531	477	478	1,026	1,009
Second term.....	548	531	475	488	1,023	1,019
Third term.....	543	539	475	485	1,018	1,024
Average.....	546.67	533.67	475.67	483.67	1,022.33	1,017.33

It thus appears that the number of common schools decreased slightly—not a very encouraging sign where the educational needs are so great and so keenly felt. Under these circumstances it was the earnest effort of the department to secure, if possible, better results from each school than had been obtained in the preceding year. Great attention was given at the outset of the year to the matters of enrollment and attendance. Schools were strained to their utmost capacity; superintendents were urged to omit no effort to bring into the schools the children for whom they were maintained, and the teachers were urged to impress upon their pupils the necessity for regular attendance upon school. How successful these efforts were is shown in the figures for the average daily attendance, the ultimate test of the efficiency of the school system.

	1903-4.	1904-5.
First term.....	37,415.58	40,221.70
Second term.....	39,189.32	43,345.52
Third term.....	39,146.37	41,546.26
Year.....	39,928.35	42,989.27

^a Rural schools, 22,778.45; graded schools, 20,210.82.

There is much encouragement in these figures. The increase is notable. With a decrease in the number of schools there was an increase of 3,061 pupils, or an increase of nearly 8 per cent in the effectiveness of school work. There seems to be, moreover, indications of a more favorable relation between the total enrollment and the average attendance. If the total enrollment is reported unduly high as compared with the attendance, and is correctly so reported, it indicates a very shifting school population. Frequent changes in the roll book lead to an unfavorable attendance record; first, because the children are less attentive to their school duties, and, second, because when children leave school frequently they are often carried on the rolls some time after they cease attendance, and thus the enrollment

is fictitiously increased. On the other hand, when the ratio between the average attendance and the total enrollment falls it may indicate on the one hand a greater stability in the enrollment and on the other a greater regularity in the pursuit of school work by those actually enrolled. Both of these results, which are rarely separate, are encouraging signs of a better appreciation of the advantages of education among the people, as well as of the seriousness with which children are led to perform their daily duties.

HIGH SCHOOLS.

During the past year there have been in operation three high schools, those at San Juan, Ponce, and Mayaguez, the high and graded school of Fajardo having been without any high school classes. The high school departments of the three schools had an average attendance throughout the year of 106 pupils, as contrasted with 78 pupils in the preceding year. The high schools are organized as combined high and graded schools, the principal being principal and generally a teacher in the high school and at the same time principal of a group of graded schools. The appropriations of the legislature being made in bulk for the two schools, while the statistics of membership in the grades and in the high school department are separated, it sometimes seems as if secondary education was unduly costly. Having pointed out that the number of pupils is comparatively small, it becomes more plainly our duty to make such analysis of the expenditure of the schools as will put in as clear a light as possible the actual cost of maintaining the high school department.

The legislative appropriations for the salaries in high and graded schools in the cities of San Juan, Ponce, and Mayaguez were \$34,070. The actual cost of conducting the high school instruction can be figured on the basis of ascribing to it one-half the salary of the principal, all the salaries of the teachers devoting their time exclusively to the high school department, and a share of the salaries of teachers whose time is divided between the high school and the grades proportional to the amount of work done in each. A careful computation on this basis shows that the high school departments cost \$11,856, while the grades cost \$18,580.

It is, moreover, to be noted that of the \$11,856 spent in secondary education \$7,180 is attributable to the school at San Juan, which has been organized on a much more generous plan than the other schools. Although it has more classes, the number of pupils is not so much greater in San Juan as to justify this more costly organization. As there is little prospect for a material increase in the number of pupils in the coming year, this department is thoroughly in accord with the action of the legislature in reducing the number of teachers in the high school proper at San Juan, in the firm belief that the school can be organized on a less expensive basis without impairing its efficiency and in the hope that the sums saved in the higher instruction will inure to the benefit of the common schools throughout the island.

The fact that secondary instruction is expensive should not be made an argument against it, unless in the community's expenditure it receive an undue emphasis. The support of three high schools at centers of population of the island can not be deemed an excessive allot-

ment. These schools are needed to round out our educational system and to furnish a higher education to those who are preparing for professional life. They are especially useful as a training school for teachers. While not established for that immediate purpose, they afford a higher education than the graded schools can give to those who are unable to attend the normal school and who desire to acquire teacher's certificates by examination.

Connected with the high school there has been a series of grades, beginning with the first grade, which have acted directly as feeders to the high school department much in the same way as the preparatory departments maintained in many of our colleges and universities do in their respective institutions. There is, however, a certain anomaly in associating so directly with the high school children under 6 years, some of whom are unable to read and write. Arrangements have been made in San Juan and Ponce for a reorganization of the grades connected with the high school. Instead of forming a complete graded school comprising all the grades from the first to the eighth, it is proposed that in each city all of the grades above the fourth shall be brought together to form, as it were, a grammar school, which shall be associated with the high school. It is believed that this organization will be very satisfactory. The graded schools connected with the high schools have, as a rule, been somewhat better equipped for their work than other schools of corresponding grades, and it seems wise to make this better equipment available for the instruction of the more advanced pupils.

INDUSTRIAL SCHOOLS.

Industrial schools were maintained during the past year under the direct appropriation of the legislature in the cities of San Juan, Ponce, Mayaguez, and Arecibo. Under the general fund at the disposal of the department for the establishment and maintenance of industrial schools a school was also established at Guayama. Reference to the table of expenditures already given will show that a large portion of the slight increase of the expenditures of the last year over the preceding was due to the increased cost of maintaining industrial schools. Average attendance in the last two years in the several schools was as follows:

	1903-4.	1904-5.		1903-4.	1904-5.
San Juan	92	110	Arecibo	90	96
Ponce	98	120	Guayama		74
Mayaguez	83	75			

The problem of the industrial school has given the department much concern during the past year. These schools represent a comparatively expensive type of instruction. The expense of such a school lies, first, in its equipment, which must be more extensive and embrace a wider variety of articles than are required in a common school, and secondly, in the difficulty of giving industrial training to large groups of children, which necessitates small classes and a larger number of highly trained teachers for a given number of pupils than in the common schools. It is obvious, therefore, that the

per capita cost of running those schools must, under all circumstances, be considerably greater than in the common schools, and that a comparison between the two will not demonstrate whether or not the industrial school is being economically conducted. The difference in per capita cost indicates not so much the cost of running a particular school as the difference between one type of education and another.

As industrial schools represent a somewhat expensive type, it is the obvious duty of the department to make the greatest possible economies within the limits which the type sets, and it has given this matter the utmost consideration. I am so much in accord with the views of my predecessors in regard to the utility of the schools and their great importance to the people of Porto Rico that I am desirous of extending their benefits to the utmost possible extent. This can be done by the establishment of new schools and by the full utilization of those already in existence. As the legislature failed to make any appropriation for the coming year for the schools of Arecibo and Guayama, the department is reluctantly compelled to close those schools. It has adopted plans for the organization of the remaining schools, which it is hoped will largely increase their efficiency. Without increasing the expenditure for the schools it is believed that the number of children brought under their influence can be materially increased, thus obtaining a considerable reduction in the per capita cost of maintaining the schools.

AGRICULTURAL SCHOOLS.

In the reports of my predecessors considerable attention has been given to the agricultural schools. During the past year 11 such schools were conducted on the same basis as in the preceding year. They were attended by 455 pupils, as compared with 506 attending 14 schools in the preceding year. These schools have been maintained where the results seemed to warrant it, but the number gradually diminishes as experience demonstrates that teachers properly qualified to give instruction in agriculture can not be obtained for the purpose.

NIGHT SCHOOLS.

Night schools, which are classed with the special schools, are reserved for final mention. They are an adjunct to our educational system rather than an integral part of it. In the contemplation of the law these schools are designed to reach the young persons who are unable to attend the day school, and are not for adults. The latter may be excluded if the schools can not accommodate the young persons who desire instruction. The record of these schools for the past year is very satisfactory. The number of schools in operation was 37, with an average attendance of 1,175, as compared with 26 schools in the preceding year, with an average attendance of 768.

Summarizing the statistical results for the average attendance in all the schools maintained by the department, we find it to have been :

	Average attendance.		Number of schools.	
	1903-4.	1904-5.	1903-4.	1904-5.
Common schools	39,928.35	42,989.27	1,060	1,048
High schools	86.31	106.39	3	3
Industrial schools	362.26	475.65	4	5
Night schools	767.80	1,174.59	26	37
Agricultural schools	506.56	455.47	14	11
Kindergarten	147.98	-----	6	-----
Total	41,798.26	45,201.37	1,113	1,104

SUPERVISION.

The progress thus far recorded has been made possible by the excellent system of supervision established in the department and by the zeal and intelligence of the supervisory force. At the present time the island is divided into nineteen districts, and at the head of each is a superintendent, who is regarded as the personal representative of the commissioner of education. In matters of detail these officers report to the chief of the division of supervision and statistics, who is also known as the general superintendent.

The personnel of this force is at present as follows :

District number.	Name.	Age.	Education.	Experience.
	Leroy R. Sawyer....	Yrs. 29	Dartmouth College A. B., 1900.	Principal of schools, Sabana Grande, 1900; superintendent, Caguas, 1901; San Juan, 1902; chief of division supervision and statistics, 1903.
1	Leonard P. Ayres...	26	Boston University, Ph. B., 1902.	English teacher, Penuelas, 1902; superintendent, Caguas, 1903; San Juan, 1904.
2	Edgar L. Hill.....	57	St. Joseph and McKendree colleges, Illinois, B. S.	Superintendent, Fajardo, 1899; Manati, 1902; Carolina, 1904.
3	Marion A. Ducout...	32	Public schools, France; St. Paul Seminary, Minnesota.	Teacher in Holy Ghost College, Pa.; English teacher, Manati, 1899; Coamo, 1900; assistant superintendent, Humacao, 1901; superintendent, Utuado, 1902; Fajardo, 1903.
4	Jacob Warshaw.....	27	Harvard University, A. B., 1901.	Instructor of modern languages, University of North Carolina, 1901; English teacher, Trujillo Alto, 1903; superintendent, Humacao, 1904.
5	Carlos A. Reichard..	22	Liceo de Mayaguez, A. B.; Instituto Provincial de Puerto Rico.	Rural teacher, 1900; graded teacher, Mayaguez, 1900-1902; principal of schools, Mayaguez, 1902-3; superintendent, Caguas, 1904.
6	John W. Zimmerman	34	Baltimore City College ...	Superintendent, Bayamon, 1900; Guayama, 1902.
7	George L. Spaulding	29	Bridgewater, Mass., Normal School.	Principal of schools, Rochester, Mass., 1901; English teacher, Yauco, 1902; superintendent, Aibonito, 1903.
8	Gail S. Nice.....	27	Harvard University (two years).	Statistical supervisor in department of education, 1902; private secretary to commissioner, 1903; superintendent, Coamo, 1904.

District number.	Name.	Age.	Education.	Experience.
9	Rufus R. Lutz.....	Yrs. 35	Iowa Normal School	School teacher, Iowa, two years; superintendent, Arecibo, 1899; San German, 1903; Ponce, 1904.
10	Roger L. Conant	33	Columbia University, A. B., 1895 (four years' postgraduate study).	English teacher, Maricao, 1899; insular normal school teacher, 1900; assistant superintendent, Bayamon, 1901; superintendent, Coamo, 1902; Caguas, 1902; Bayamon, 1903; Yauco, 1904.
11	Augustine Fourcaut.	54	Public schools and college, Versailles, France.	Director of private school in Mexico; teacher, Military Institute, Georgia; superintendent, Boy's Charity School, 1900; English teacher, Quebradillas, 1902; superintendent, San German, 1903.
12	John S. Mellowes....	38	Fulneck High School, Yorkshire, England.	Private tutor in Darlington, England; superintendent, Mayaguez, 1899.
13	Daniel F. Kelley.....	29	Ursinus College, Pennsylvania.	English teacher, San Sebastian, 1901; superintendent, Aguadilla, 1903.
14	Frederick E. Libby..	28	Boston University, Ph. B., 1902.	English teacher, Vega Baja, 1904; superintendent, San Sebastian, 1904.
15	James W. Smith	25	Amherst College, A. B., 1902.	English teacher, Manuabo, 1902; superintendent, Utuado, 1903.
16	Enrique Landrón....	27	Institute at San Juan; Escuela Normal de Puerto Rico, 1896.	Principal Cayey, 1900, San Juan, 1901; superintendent, Aibonito, 1902; Arecibo, 1903.
17	Eugene W. Hutchinson.	31	Loveland High School, Ohio.	Superintendent, Camuy, 1899; Manati, 1904.
18	Andrés Rodriguez...	47	Escuela Normal de Puerto Rico, 1894.	Graded teacher, 1882-1900; principal, Carolina, 1900; superintendent, Vega Baja, 1902; Toa Alta, 1903.
19	Obadiah M. Wood....	45	University of Michigan...	Principal of schools at St. Louis, Mo. (16 years); assistant superintendent, Aguadilla, 1901; superintendent, Bayamon, 1901; principal of industrial school at Mayaguez, 1903; superintendent, Bayamon, 1904.

The force of superintendents is kept in close touch with the department by frequent reports and a voluminous correspondence. Provision is made for a more direct personal contact through the visits of the chief of the division of supervision and the annual conference.

Mr. Sawyer visited each of the districts last year, spending two or three days in each, visiting the schools and conferring with the superintendents in regard to all matters of detail.

The annual conference of superintendents was held at Ponce in January. The sessions lasted three days and consisted in the presentation and discussion of papers of professional interest. They covered a wide range of subjects, indicating a deep interest of the superintendents in the problems which confront them, and gave rise to a peculiarly fruitful interchange of views.

In each school district the schools are under the direct supervision of the superintendent. In organizing the special schools the initial tendency was to make them directly dependent upon the department. This was true of the high schools and particularly of the industrial schools, which had at their head a general supervisor. This organization has proved neither effective nor economical and will hereafter be discontinued, all schools within each district being placed in charge of the superintendent.

TEACHERS' INSTITUTES.

Teachers' institutes were conducted during the past year on the same plan that was pursued the year before. The available appropriation was small, but with the experience of previous years as a guide a more careful preparation for these gatherings was made and it is believed that the results obtained were of even greater value than in previous years. It is much to be regretted that the legislature failed to make any appropriation for these institutes during the coming year. They have been so successful in their operation that their abandonment would be a distinct loss to the progress of educational work in the island.

For the conduct of the institutes in the past year the department appointed as directors Mr. Paul G. Miller, principal of the normal school; Mr. Felipe Janer, vice-principal of the normal school; Miss Susan D. Huntington, principal of the practice school; Mr. Enrique C. Hernández, examining superintendent; Mr. L. R. Sawyer, chief of the division of supervision and statistics, and Mr. E. N. Clopper, principal of the high school in San Juan. To each of these directors was assigned three or four districts. In conjunction with the local superintendents a programme was prepared which embraced each meeting, and the part which the teachers were called upon to take in the programme was indicated to them in advance. As a result of this careful preparation and notice to the interested persons the discussions of the meetings were thoroughly practical and thoroughly helpful. Throughout the island the teachers entered into the spirit of the occasion with enthusiasm, and there were many testimonies of the value of this mutual interchange of thought with respect to the educational problems in which all had a common interest. In each district one public session was held. Mr. Manuel Fernández Juncos accompanied the assistant commissioner, Mr. E. W. Lord, to half of the districts, in which they addressed public meetings. In the remaining districts addresses were made by Mr. José Gordils and the commissioner, who was also assisted in some of these meetings by Mr. A. F. Martínez, of the department, and Mr. C. H. Ames, of Boston, at that time visiting the island and who courteously gave his assistance.

COURSE OF STUDY.

One of the first tasks which fell to the American school administration was the preparation of a course of study. While answering most of the requirements of elementary schools, there could at that time be no question of any special adaptation of the course to the conditions of school work in Porto Rico. As the years go by the inadequacies of this programme have become more and more evident, and the time seems ripe for a recasting of the course in the light of fuller experience. Animated by this spirit, the department took into consideration, first, the requirements of rural schools. Here the need was most pressing. The course of study is practically the only guide for the teacher. He can not have recourse to his fellows for consultation, nor to a principal of larger experience than himself, nor to the superintendent except at comparatively rare intervals. The department has sought to meet this need by the issue of a revised

course of study for rural schools. Issued in January, it has not been thoroughly tested as yet; but the great care which was bestowed upon its preparation warrants us in the belief that it will prove a valuable aid in the conduct of the schools.

The department has under consideration the preparation of a course of study for the graded schools. Many preliminary studies have been made, and it is hoped that a part of the course may be ready for use in the coming year.

TEXT-BOOKS.

A primary difficulty in the conduct of our schools has been the absence of suitable text-books. We are of necessity operating with improvised books. We have imported from the States some standard books in English. While not a few of these standard books were hastily translated into Spanish by the publishers and adopted here, not one of them has been prepared with a special view to our needs. Reading, writing, and arithmetic do not, it is true, vary with degrees of latitude nor the variations of the thermometer. But the subject-matter of these familiar processes varies widely. In the early stages of education this is extremely important. Teaching must apply its precepts to the experience of the pupil. A problem in arithmetic concerning peaches, which the child has never seen, has elements of difficulty which would not occur if the problem related to bananas. This intrusion into text-books of an environment foreign to the child can not be wholly cured until we have a set of text-books prepared directly with reference to the needs of the island. Till that time comes the greatest care should be exercised in the selection of our books, in order that the disadvantages of text-books imported from a different environment may be reduced to the minimum. With this end in view a committee was appointed in the past year for the purpose of thoroughly reviewing the books now in use in the schools and such others as might be deemed possible substitutes. The committee made a valuable report, which has been used as a guide in making the purchases for the present year. As the books now in use become dilapidated and worn they will be replaced by the standard books adopted by the department.

It is a part of this programme to secure, if possible, books adapted to special needs. In certain lines of work new text-books may be necessary; in others adaptations and translations of books now in use will prove adequate. The publishing houses are much interested in our propositions, and we are hopeful that they may bear fruit. Restricted appropriations for purchase of text-books has prevented our pushing this matter in preparation for the coming school year as much as we should have wished. One step, however, has been taken in this direction in our copy books. Hitherto the children have been taught writing from books with English copy exclusively. For the coming year arrangements have been made for the preparation of special copy books which in the first four grades will have an equal division of Spanish and English sentences in the exercises to be written by the children.

ENGLISH AND SPANISH.

Under the rules and regulations of this department the utmost effort has been made from the start to advance the study of English among Porto Rican teachers. Provision has been made for regular instruction in English to these teachers. In every school district the teacher of English holds classes once a week for the Porto Rican teachers, who are excused from attendance at their own schools during that period. Attendance at these classes is expected from all of the teachers. Every effort has been made to shape this work in an attractive manner for the Porto Rican teachers. A special course of study was prepared last year, and examinations in English held in May. The results of the examination were quite satisfactory, indicating in general notable progress in the knowledge of the English language among the Porto Rican teachers. In the month of June a special examination in English was given for the purpose of testing the ability of the Porto Rican teachers who were more advanced in the English language to give instruction in that language. As a result of this examination 54 persons were declared qualified to conduct classes in the English language.

In order to further stimulate the interest in the English language, the department during the summer of 1905 arranged to hold in the several school districts special summer classes in English. These classes were continued for a period of five weeks, giving in that time to the teacher as many actual lessons as would be obtained during the year's work when the lessons were once a week instead of daily. These classes had, moreover, an advantage of concentrated and continued effort and the results which were obtained were highly satisfactory. Over 500 teachers were enrolled, and the attendance was in general exceedingly regular.

The pupils and the teachers alike united in expressing their satisfaction with the results accomplished. The department is especially gratified that so large a number of teachers have voluntarily undertaken this work for their professional improvement without legal obligation to pursue it or without the exercise of any compulsion by the department.

As it is the desire of the department to spread knowledge of English among the Porto Rican teachers, so it is likewise solicitous to spread a knowledge of Spanish among the American teachers. The instruction in English is conducted more and more upon the conversational method, and it is the universal experience that best results are obtained when no Spanish whatever is used in the class room. Under these conditions there is no disadvantage in employing American teachers who are quite ignorant of Spanish. On the other hand, it is obvious that the best results can be obtained from those teachers who know Spanish, but do not use it in the class room. A knowledge of Spanish helps them in their social relations in the community. It enables them to understand more thoroughly the children with whom they have to deal, and is indispensable for the best work. While unable to provide instruction in Spanish for the American teachers, the department is desirous of furthering their progress as much as possible. In this spirit, the suggestion for a course of study was made to the teachers and text-books for learning Spanish were sup-

plied by the department to all who applied for them. Examinations in elementary and advanced Spanish were held by the department and certificates issued to those who successfully passed these examinations.

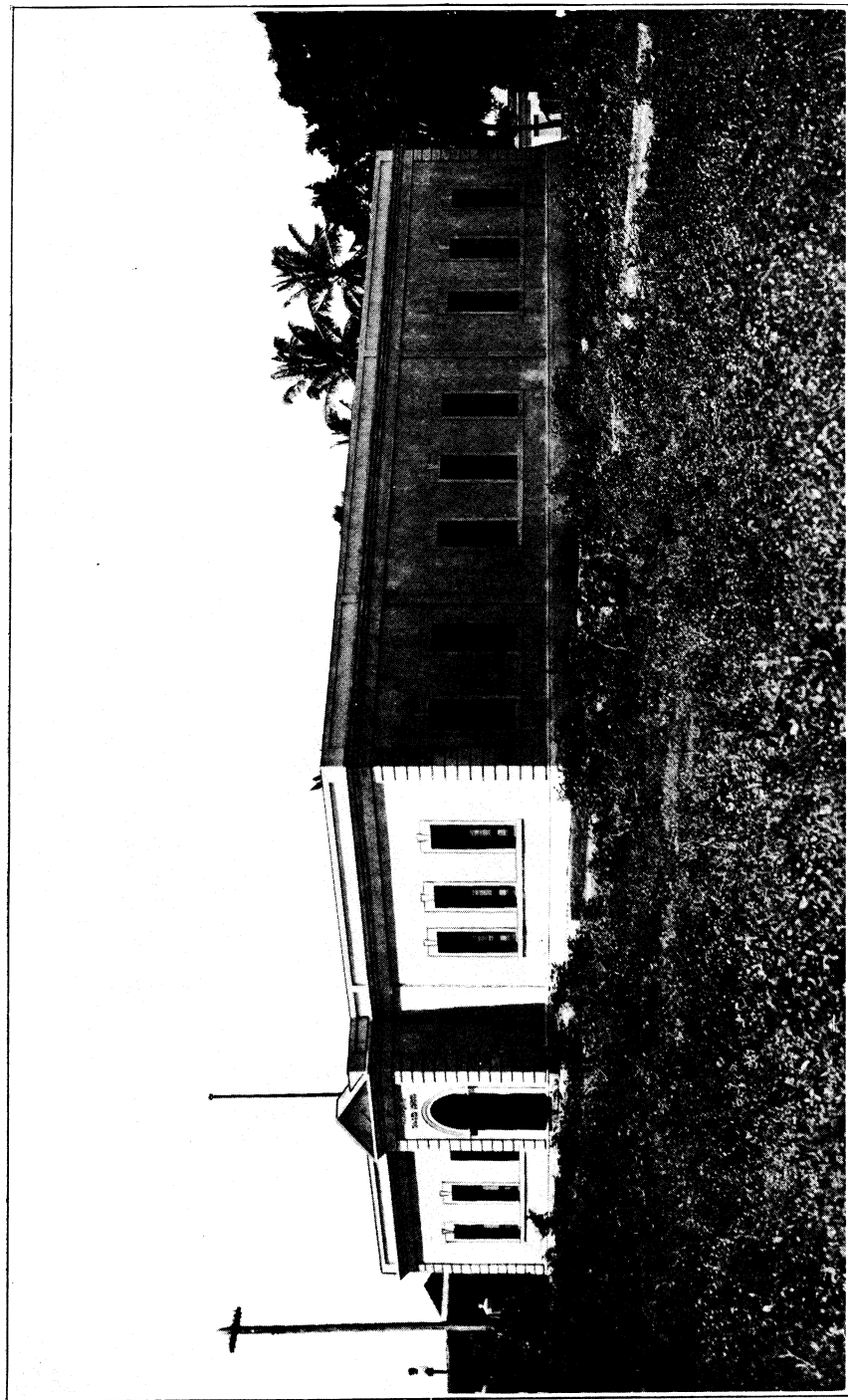
EXAMINATIONS.

Allusion has already been made in the foregoing to various examinations conducted by the department. Little by little the department has become an examining body with important functions to perform. In recognition of the importance of this work, my predecessor appointed an examining superintendant with general charge of this work. Early in the year there was created, for the purpose of cooperating with the examining superintendant and lightening the labors which had fallen to him, an examining board of which the examining superintendant was the chairman. This board has been very helpful in the preparation of papers and the examination of same and in formulating rules for the conduct of examinations. The examining superintendant, with the cooperation of the board, has prepared a manual of examinations codifying the rules and regulations of the office, which will shortly be issued.

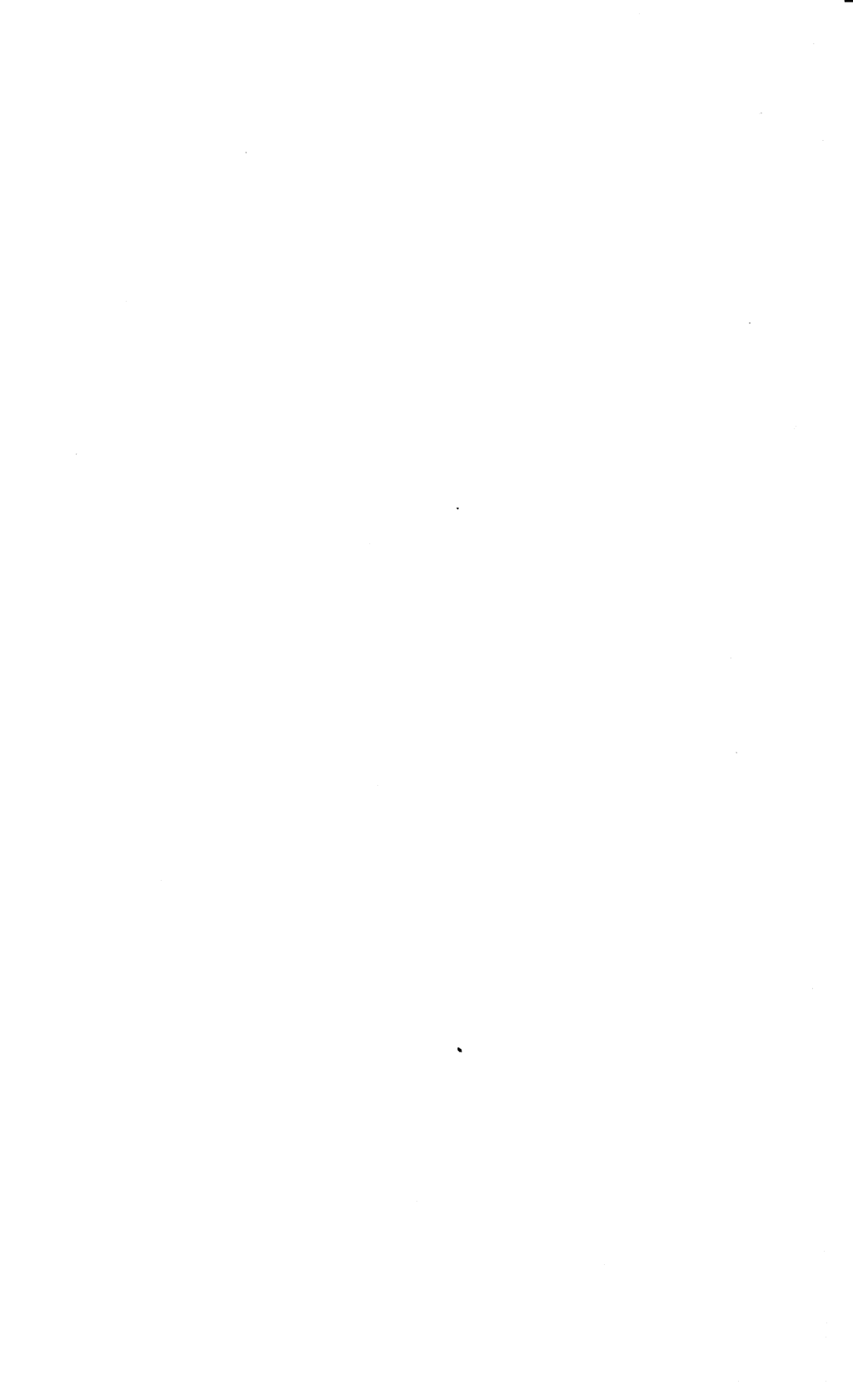
CERTIFICATION OF TEACHERS.

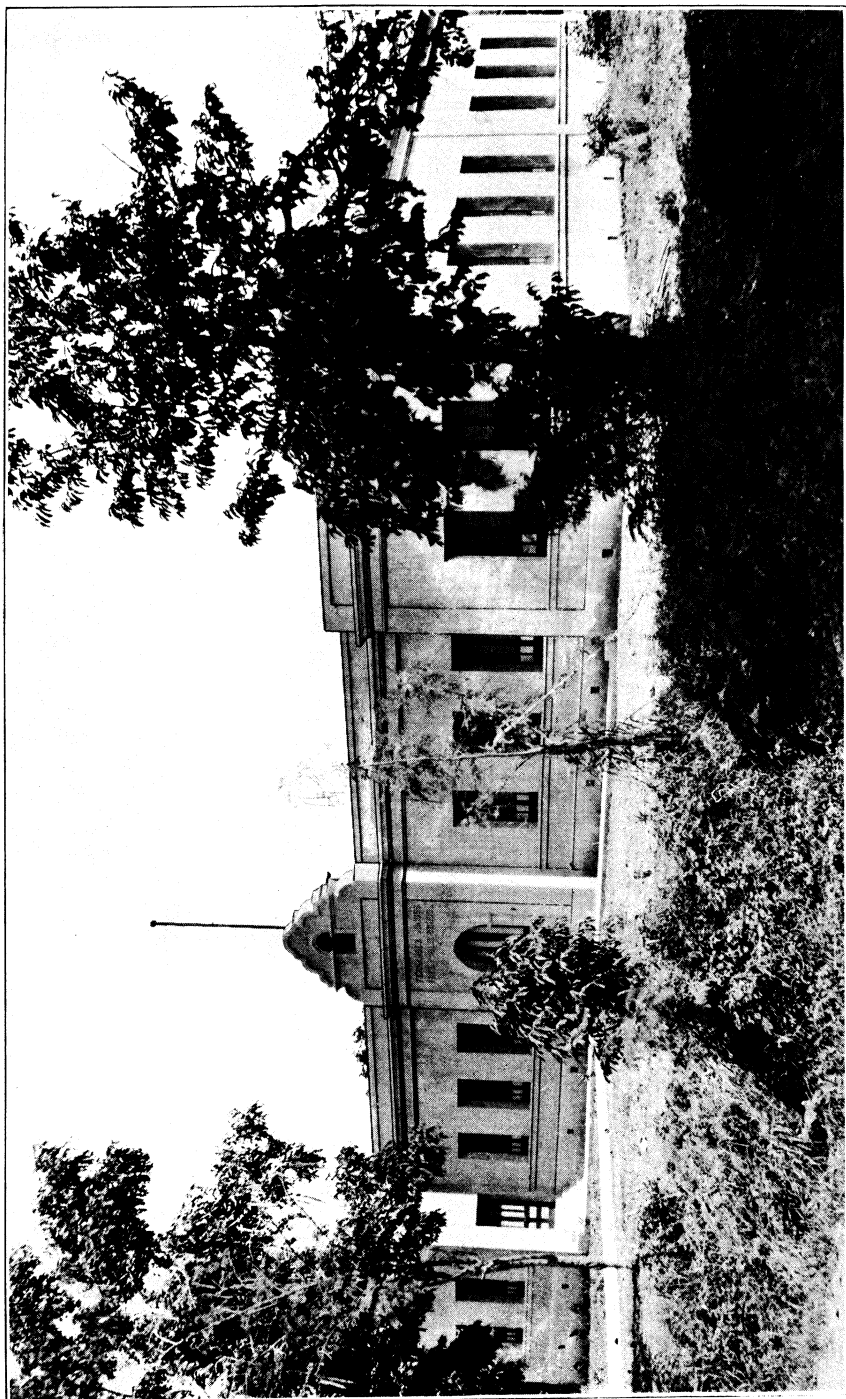
In any future development of the school system of Porto Rico one of the most difficult problems will be to supply competent teachers. There are at present two sources of supply, the normal school and examination. The number of teachers graduated from the normal school is comparatively small and will not for a long series of years be adequate to supply the demand for teachers with any reasonable growth for our school system. Consequently considerable reliance must be placed upon the second source of supply, viz, examination by the department. The experience of recent examinations is not very encouraging. The proportion of applicants who pass these examinations is insignificant. This indicates that there have been a great many persons taking the examinations who should not have been admitted to them, whose preparation was so inadequate that there was no possibility of their success. This particular evil will be avoided in the future, but if the result is to cut down the number of applicants the net gain to the schools of Porto Rico in available teachers will still be small. The examinations for a rural teacher's license is not much more difficult than an examination for the eighth grade certificate, and after one year's experience as a rural teacher the examination for graded teacher's license can be taken. It is therefore possible that a person with an aptitude for passing examinations should in his second year after passing through the eighth grade in our schools have a certificate as a graded teacher. On the other hand, it is necessary to include in those examinations subjects for the instruction of which no provision is made outside of the normal school and in which an applicant must rely either on good luck or private preparation.

As a means of supplying teachers for our schools the examination for certificates is breaking down, and if we are to rely upon it to any extent in the future steps must be taken to reenforce it. A measure was introduced into the last legislature for the training of rural

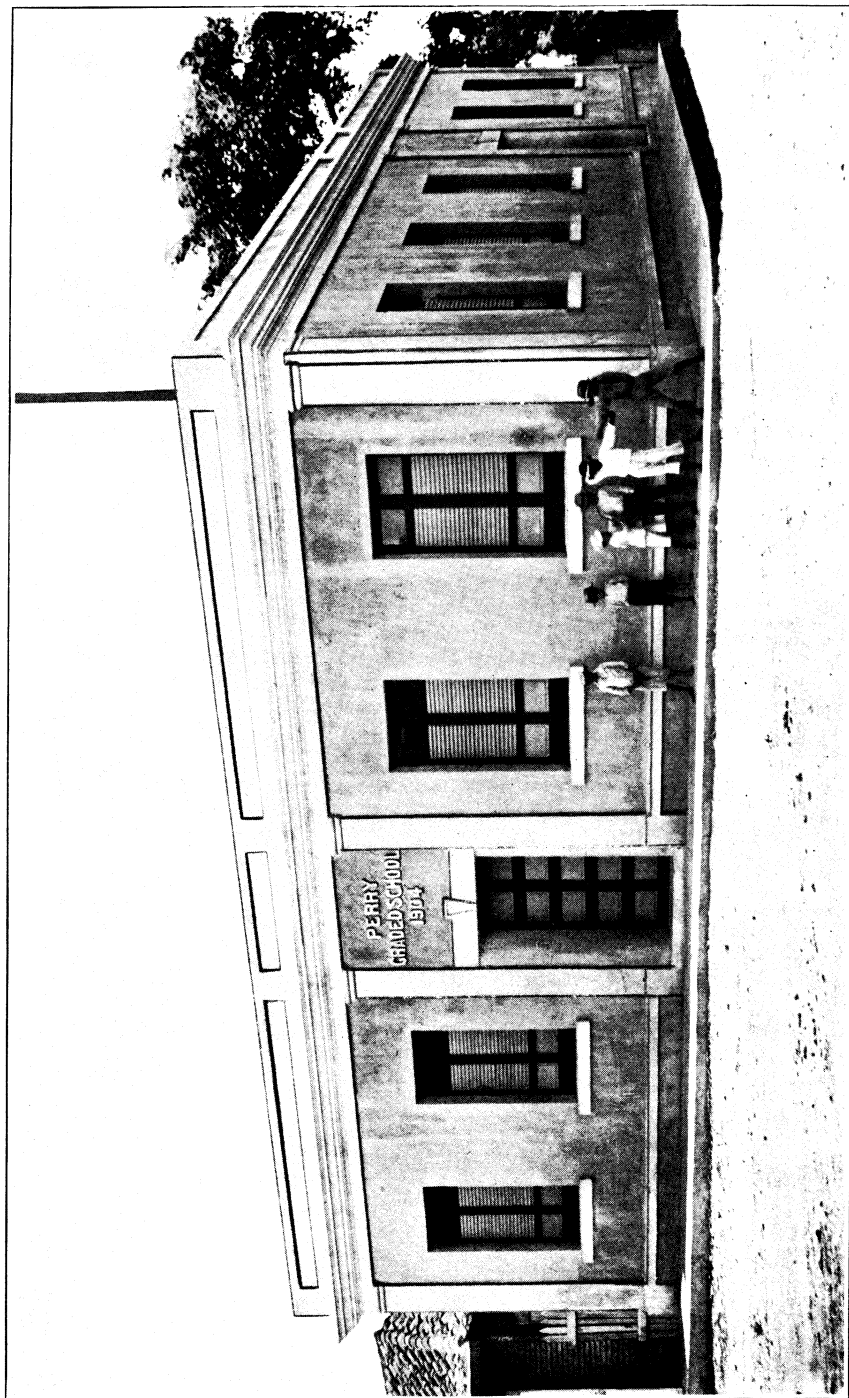


GRADED SCHOOL, RIO PIEDRAS, 6 ROOMS, COMPLETED DECEMBER, 1904. COST \$11,385.





GRADED SCHOOL, JUANA DIAZ, 6 ROOMS, COMPLETED JUNE, 1905. COST \$9,979.88.



GRADED SCHOOL, LAJAS, 3 ROOMS, COMPLETED NOVEMBER, 1904. COST \$5,633.90.

teachers which had this end in view. It is proposed that selected persons should be given temporary licenses as practice teachers and should simultaneously follow a course of study prescribed by the department and supervised by the district superintendents. Some such solution as this would be highly desirable.

LOCAL ADMINISTRATION OF SCHOOLS.

The local administration of schools in each municipality rests with the local school board. It is the duty of this corporation to provide buildings for the schools, to maintain and equip school buildings, to provide janitor service, in short, to care for the material side of the school work. In addition to these functions they also nominate teachers for appointment, to whom they pay a monthly allowance in lieu of house rent. The duties of the board are many and complex. The superintendent of the school district is ex officio a member of the school board, and in a great majority of cases the relations which exist between the superintendent and the school board are those of the most complete and hearty cooperation. One of the most important events in the relation of the department to the school boards has been the establishment of a uniform system of accounting for the school boards throughout the island and the audit of the accounts in the office of the commissioner of education. The establishment of this system has been of great benefit to the school boards. It has brought order and system to their financial affairs, and has made it possible for them to undertake much more intelligently than heretofore the expenditures which may be necessary for the maintenance of the schools.

An important feature of this system has been the preparation of adequate budgets. There has been in times past much vagueness and uncertainty with regard to the probable receipts of the school boards, and some of them have been led by a too optimistic view of their probable resources into extravagant expenditures, which have resulted in debt and a subsequent paralysis in school matters. It is believed that this will hereafter be avoided in a large measure through the improved system of accounting prescribed for the local school boards. The labor which these measures have entailed upon the department is considerable, but the benefit to the school administration which arises from the intimate relations between the local school boards and the department and the improved mutual understanding is a rich reward for the money thus invested.

SCHOOL BUILDINGS.

With the gradual diminution in the trust fund, the resources of the department for the construction of school buildings have diminished and its activities have been less extensive than in the early years of the American administration. This relaxation has been for the ultimate benefit of the work. Buildings are not erected in large numbers and the department has time to test the wisdom of its plans before repeating them. There is, therefore, as time progresses, a better adaptation of the school buildings to the general needs of a tropical climate and special needs of the localities in which they are situated.

The number of buildings erected by the department in the past year is not large, but the department takes pride in the character of these buildings. The 6-room building at Río Piedras, completed in the fall of 1904, is regarded as the best school building which has been erected by the department. Those constructed in this year at Juana Diaz, Lajas, and Yabucoa are on much the same general plan. Frame buildings for rural schools have been erected in the districts of Coamo and Santa Isabel. At the present time the department has under construction a 2-story 12-room building for the high and grammar school at Ponce. It will be located opposite the Roosevelt Industrial School, and with the latter will form a stately group of school buildings. School buildings are also under construction in Patillas and Isabel.

Careful preparation of the plans has enabled the department to introduce in the construction of these buildings substantial economies which have not impaired the effectiveness of the buildings. In consequence of these economies the department has been able more than before to devote some attention to the surroundings of the schools. In some places may be seen handsome buildings erected by the department located in clay banks with no inclosure and with no approaches. One can imagine the amount of mother earth which would be carried into the schoolrooms in wet weather. Attention is now being directed to these matters of detail. The effort is being made to have proper pavements in front of the schoolhouses, a proper inclosure of the grounds, and wherever local conditions make it necessary a suitable water supply for the school use.

Through the activity of the department the greater part of the towns of the island have been supplied with at least one modern schoolhouse, but this has not satisfied the demand for better school buildings. Requests are made constantly to the department for aid in the erection of school buildings, and it is with regret that we are unable for lack of money to give the aid requested. In view of the fact that so much money had been spent by the department in the erection of buildings for town schools, particular attention has been given in the past year to stimulate the interest in constructing suitable school buildings in rural communities. In this matter the department was ably seconded by the department of interior. Changes in the administration of the public roads introduced in that department places at its disposal a considerable number of well-constructed buildings, which had hitherto been used as dwellings for the road assistants. These were generously placed at the disposal of the department of education, and arrangements have been made for the utilization of a number of them by the local school boards for the purposes of rural schools. Local school boards are directing attention to the necessities and needs of the rural schools, and in several instances have approved the expenditure of a portion of their surplus in constructing rural school buildings. Operations of this class are already under way in Yauco and Juana Diaz and will soon be undertaken in Guayama, Manati, and Aguada. The department is desirous of assisting this movement in every possible way. Plans and specifications are furnished by the department to all school boards who apply for them.

When the graded school buildings now under construction are completed, the department will have at its disposal as the result of repayments from the municipalities of one-half of the cost of construction of the buildings, a small annual fund which will be used to stimulate the movement toward better rural schools.

In addition to the construction of buildings the department has been under the necessity of making certain very extensive repairs. The high school in San Juan has been located for a number of years in the Beneficencia Building, a part of which was used by the insane asylum. The increased needs of the latter led to the removal of the high school from this building and its assignment to the unused portion of the San Francisco Barracks. This building was entirely out of repair, and to make it available for school purposes it has been necessary to expend upward of \$5,000.

The use of the military barracks at Aguadilla having been transferred to the department, considerable repairs were made in that building to fit it for reception of the schools.

GENERAL CONCLUSIONS.

Attention has been called by my predecessors to the inadequacy of the school system established in Porto Rico to meet the educational needs of the island. Particular stress has been laid upon the fact that a very small proportion of the school population in Porto Rico is actually enrolled in our schools—in the present year about 18.6 per cent. In view of the fact that the appropriations for school purposes show at least a declining rate of growth, it becomes highly important to examine just what are the educational needs of Porto Rico and just how far the present organization is fitted to supply those needs. If it were true that some 80 per cent of the need for education was unsatisfied and that this need could not be satisfied unless our present schools and the appropriations for their support were to be multiplied five times, then we might well grow discouraged in our efforts under present conditions. Under such circumstances our efforts might well appear futile. Encouraged by the hope that the resources at their command would increase and that ultimately the problem would be adequately met, our department has heretofore been contented that the methods and purposes of our schools were good. We have laid emphasis upon the quality of our work and have given little attention to the quantity of it.

It appears to me that the time has come for a more exact definition than we have had thus far of what are the educational needs of Porto Rico. They can not be defined by a reference to the law which makes the legal school age from 5 to 18, but must be studied in connection with the special conditions which prevail in the island.

The population of legal school age, or the number between the ages of 5 and 18, expresses the educational need for a system which shall provide for every child in the community both a common school and a high school education. It represents a maximum which could not be attained except where population was concentrated in cities, and which, in fact, is very far from being attained in the cities of the United States, or, indeed, in any part of the world. If demonstration were needed, ample proof can be found in the census of the

United States for 1900, from which we gather the following facts respecting the number of children attending school at certain ages:

Age.	Popula- tion.	Attending school.	Per cent.
5 to 9 years.....	8,874,123	4,266,302	48.1
10 to 14 years.....	7,556,089	6,451,394	84.1
15 to 17 years.....	4,566,817	1,918,025	42.0
18 to 20 years.....	4,491,111	525,179	11.7

These figures show clearly that in the United States attendance at school is the normal activity of the child only between the ages of 10 and 14. Before that age many children delay entering school, while after that period many children leave the schools. It is obvious that if all the children in the ages 10 to 14 attended school that every child in the community would enjoy at least five years' elementary education. That 15.9 per cent are not in school does not show that this percentage of the population is wholly untaught. Some of them undoubtedly have entered schools earlier, have had five years' schooling, and leave before they reach the age of 15. Others may not have had a full five years' schooling, but have had two or three, at least enough to learn how to read and write and acquire some other elements of an education. The percentage of the wholly untaught would be extremely small, as the statistics of illiteracy in the States with a good educational system show.

How does the situation in Porto Rico compare with that in the United States. The Director of the Census at Washington has kindly prepared, at my request, an estimate of the population in Porto Rico in 1904,^a showing in detail the number of persons of each age during the legal school period which enables us to answer the question precisely. Placing these estimates in conjunction with the statistics of school enrollment, we find the proportion of the population at each age enjoying school facilities to have been as follows:

Ages.	Popula- tion.	Attending school.	Per cent.
5, 6, and 7 years.....	94,043	10,447	11.1
8, 9, and 10 years.....	87,056	25,561	29.3
11, 12, and 13 years.....	79,651	22,523	28.4
14 to 18 years.....	104,544	9,355	8.9
5 to 18 years.....	365,294	67,886	18.6

The age grouping for Porto Rico is not identical with that for the United States, but the results of the analysis bear the same analogy. Before the age of 8 years the proportion of children in school is very much less than in either of the succeeding age periods, while in the upper range of the school age the years 14 to 18 the proportion is very small.

^a The comparisons with the population in this report are made throughout with that of the year 1904. This is in accordance with the statistical principle that the events of a year should be related to the average population of the year or the population at the middle of that year. The census of Porto Rico was taken in the months of November and December, 1899, and hence for comparison with the school year of 1904-5 the proper term of comparison is the estimated population of 1904 and not that of 1905.

From the foregoing table it appears that some 18.6 per cent of those who might be attending school in 1904 were actually doing so—were being taught. The vital question is to find the percentage who were actually untaught. In each of the age periods 8 to 10 and 11 to 13 it appears to be something over 70 per cent, but if this represented the true percentage it would follow that every one of the remainder—the children in school—enjoyed six years' education each. This is far from the fact and would suppose an even longer elementary education than is prevalent in the greater part of the United States. We may look at the figures in another way. If the children of Porto Rico stay in the schools three years each, then our figures would show that among the children who had reached the age of 14 years 11.1 per cent had received an elementary education at the ages 5 to 7; 29.3 per cent at the ages 8 to 10, and 28.4 per cent at the ages 11 to 13. In short, of all the children reaching 14 years of age, 68.8 per cent would have received their elementary education. As few would obtain an elementary education after 14 years of age, it is evident that the percentage of the untaught, instead of being about 70 per cent of the population growing into manhood, would be 30 per cent.

While the foregoing figures are only tentative they illustrate an important principle. We do not test the literacy of a community by the number of persons who are learning to read and write, but by the number who have learned to do so. So we must test the adequacy of a school system by the number it can and does teach before the children reach man's estate, and by the duration of that teaching.

It is impossible to determine the exact age at which every child should enter school. The law permits a child to enter at 5 years, but this is undesirable. Most educators are agreed that every child should be learning by the time it reaches 8 years of age. The educational needs of Porto Rico will depend upon the number of children to be educated and the number of years' schooling which may be deemed desirable for each and every child. By using the figures for the ages of children as estimated by the United States census authorities we can establish a theoretical measure of the needs for schools upon the basis of different school systems.

Age.	Years' schooling.	Children to be provided for.
8 years.....	1	29,968
8 to 9 years.....	2	58,209
8 to 10 years.....	3	86,056
8 to 11 years.....	4	113,217
8 to 12 years.....	5	139,767
8 to 13 years.....	6	165,707
8 to 15 years.....	7	190,970
8 to 16 years.....	8	210,965

It is hardly necessary to dwell upon the proposition that in a plan of general education it is more desirable to provide a few years' schooling for all the population than a complete education for a part of the population.

The question is then to determine what measure of education is a proper ideal for a practical effort to conduct a general system of public education in Porto Rico. The answer to this question can not

be made dogmatically. A preliminary inquiry as to the extent to which the people at large avail themselves of educational opportunities where facilities are ample, as in the United States, will be helpful in considering it. Figures already quoted show the population of 5 to 14 years actually attending school to have been 10,717,696. This figure is slightly in excess of the population from 7 to 12 years of age, which is 10,210,006. In other words, in the United States the average length of an elementary education could not much exceed six years.

As in Porto Rico our educational system is confessedly inadequate, we could gain no light from a similar computation. But we have had our schools in operation for a number of years, and some idea of the length of school experience can be had in examining the statistics of school grades. The following table gives a statement of the grades:

Grade.	Porto Rico, 1904.						United States, 1904.	
	Rural.		Graded.		Common.			
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
First	20,153	60.5	12,717	40.8	32,870	50.7	5,149,296	33.5
Second	8,783	26.3	7,237	23.2	16,020	24.1	2,912,462	18.9
Third	4,130	12.4	4,889	15.7	9,019	14.0	2,426,263	15.8
Fourth	221	.6	3,014	9.7	3,235	5.0	2,168,956	14.1
Fifth	20	.1	1,704	5.4	1,724	2.7	1,288,114	8.4
Sixth	22	.1	889	2.8	911	1.4	700,885	4.6
Seventh	-----	-----	494	1.6	494	.8	405,693	2.6
Eighth	-----	-----	239	.8	239	.4	323,607	2.1
Total	33,329	100.0	31,183	100.0	64,512	100.0	15,375,276	100.0

It shows that our rural schools do not go beyond the third grade. In fact, they are not organized to do so. Each grade is designed to represent a year's work, but in practice many pupils are not promoted at the end of the year, and hence the children have been in school longer than the figures indicate. However, it seems fair to assume that few pupils stay longer than three years in rural schools. The table, moreover, shows that in the graded schools it is only a small proportion which passes the fourth grade. The figures for the United States introduced into the table show that the concentration upon the earlier grades is not a feature peculiar to Porto Rico, although it is somewhat more pronounced here.

These figures for Porto Rico show in a measure, therefore, to what extent the children who have entered the schools remain in them. From all the figures which have been brought forward in evidence I believe the conclusion warranted that rural schools sufficient to give every child three years' schooling and graded schools sufficient to give every child four years' schooling would furnish an ample educational equipment for general public education in Porto Rico. Such a system would require school facilities for approximately 93,000 school children.

Now, it is to be observed that under any educational system the number of children who come under the influence of the school will be greater than the average equipment. The falling off of pupils is considerable. In the foregoing table of grades it will be noted that the number of scholars who have reached the third grade in Porto Rico is only 9,019, while the two preceding grades comprise 48,890

pupils. Hence, if we had in Porto Rico an equipment capable of educating 93,000 children as suggested, we could readily provide for all the children of 8 years and of 9 years of age and allow one-half of the children of 10 years a third year and the older children a greater number of years. In other words, a system which provided an average education of three years and a half duration might readily provide a minimum education of two years for all the children and a maximum of eight years for an ample number to supply our schools of secondary education. How far do we fall short of providing these adequate facilities, and where does the deficiency occur? Since it has been shown that the needs of the towns and those of rural districts are not identical, it becomes necessary to estimate the needs of each section separately. To do this a list of all the schools in the island, with their respective locations, was compared with the last census of Porto Rico. This comparison led to the following table:

	Number of in- habit- ants.	Per cent of total popula- tion.
Towns or population served by graded schools.....	221,326	23.2
Rural regions having rural schools.....	520,396	54.6
Rural regions having no rural schools.....	211,521	22.2
Population in 1899.....	953,243	100.00

While there has been an increase of population since 1899, it is not to be expected that the relative proportions of the towns and the rural communities have changed. The towns, therefore, should require schools for 23.2 per cent of the population of 8 to 11 years of age (113,217 persons) or 26,266 children, on the basis of furnishing in towns an elementary education of four years' duration on the average. In the past year these towns enrolled 33,057,^a a figure which includes all the graded schools and a few schools classed as rural but included within the town limits. The same schools showed an average daily attendance of 21,561. Since the average daily attendance is the measure of what the schools are actually doing, it seems the proper figure to compare with our estimate of school needs. It is therefore apparent that an addition of 5,000 children to those in regular attendance on the schools of our towns—an addition, in round numbers, of one-fourth—would bring the schools to a very satisfactory ratio between school attendance and educational need. With such an addition the problem of providing a satisfactory sys-

^a In the early part of this report, in comparing one year with another, the average daily attendance was used. In the general discussion of age and grades it was necessary to turn to the annual enrollment. The figures vary considerably, but the proportions are without doubt the same in each. The annual enrollment represents the whole number of children who come into the school lists. Many drop out out after a short attendance and many enter late. The number who at any one time belong to the school is the average daily enrollment, and this is the proper figure to use in ascertaining the percentage of attendance. The average daily attendance for the year which is used in many points in this report as the significant figure is in fact the measure of efficiency. It represents actual units of teaching, and is equivalent to the attendance of the number of pupils stated on every school day of the year without exception or interruption.

tem of elementary education in the towns of Porto Rico would have been solved.

If we turn now to the rural districts, we find there a less encouraging situation. They comprise the greater part of the population of Porto Rico, and here an average schooling of three years' duration is the most that can be aspired to. Comprising 76.8 per cent of the population, these districts should provide instruction for this proportion of the population between 8 and 10 years of age (86,056 persons), or 66,092 children. But in fact these districts showed, in 1904-5, an enrollment of only 31,455 children and a daily attendance of 21,428.

There is a wide divergence here between school needs and school attendance. There is a large percentage of children who do not come under the school influence. In some localities unfortunately this influence is not exerted at all. There were 216 barrios in which there were no schools whatever in 1904, and these barrios had in 1899 a population of 211,521 souls. We can therefore estimate by proportion that 19,704 children of the ages 8 to 10 in these districts were growing up wholly without education. While this does not change the general average, it is clear that in so far as any provision is being made for education in rural communities the proportion between needs and the provisions for them in such communities is more favorable.

Summarizing our results, it appears—

1. That towns requiring provision for 26,266 children have 80 per cent of the need supplied.
2. That rural districts with schools requiring provision for 47,988 children have nearly 50 per cent of the need supplied.
3. That rural districts requiring provision for 19,104 children have none of the need supplied.

It is hoped that with a more exact knowledge of our needs we can shape with greater intelligence our efforts to fill them. It is clear, moreover, that the need, large as it is, is not so overwhelmingly great as to discourage endeavor. Rather that the end appears not unattainable should we urge every effort to reach it.

A large increase in the money available for school purposes could be spent in Porto Rico with good results, and progress can hardly be expected without an increase of expenditure. But much depends upon the manner in which it is expended, and with a proper view of necessities much greater results can be obtained from moderate expenditures than from larger disbursements blindly directed.

Let us first look to the needs of the towns. Within certain limits an increase in the efficiency of the schools can be obtained without any marked increase of expenditure. In some localities the average enrollment and attendance per school can be increased by an intelligent effort on the part of the school authorities. The average attendance in graded schools is 40.87. There is no objection in school management to a class of 50. If this increase could be effected it would mean an increase of 22 per cent in the effectiveness of the schools. The principal obstacle to bringing about such a change is the size of schoolrooms. So far as we are dependent upon rented buildings for schoolhouses, this is a serious difficulty. Dwellings, storehouses, and factories converted into schoolhouses do not offer the same facilities as specially constructed buildings. But it is to be hoped that the time will some day come when we can get rid of the rented

buildings. In so far as we can do so or exercise greater care in their selection, we can provide class rooms capable of containing more pupils, and thus enlarge the influence of the schools.

American cities, when the rapidly growing demand for school-houses can not be met, have frequently resorted to the expedient of half-time classes. For younger pupils such classes have both advantages and disadvantages, and educational opinion is divided upon the merits of the plan. It offers a practicable solution of a very real difficulty. The department is watching with great interest this experiment where it is being tried in Porto Rico. Should it demonstrate its efficiency it points out a method by which our schools could reach a much larger number of children.

The problem of meeting the educational needs in the rural districts is far more difficult. There is, in some districts, a sufficient concentration of population to permit a larger attendance if adequate quarters could be obtained. In so far as such a possibility exists the movement for rural schoolhouses, already noted in this report, has a special significance. The new buildings are almost uniformly more commodious than the rented buildings which they replace, and herein is an element of increased usefulness. But in many regions population is sparse and an increase in school enrollment for existing schools can not be obtained. Many of the barrios are very extensive, and even when they have schools the buildings are not accessible to a large number of children. We need more schools in the barrios which already have them as well as in those which are now entirely without schools. These new schools, if established, could not count upon an attendance equal to those now existing, and progress in the rural districts must generally mean a lower rather than higher average attendance per school.

For obvious reasons, the expedient of a double enrollment suggested with reference to town schools has no application to the rural districts. Something, however, can be said in favor of half-day sessions in different localities, the teacher giving his morning to one school and his afternoon to another. This is a possibility in some few cases. In other cases the expedient might be tried of a shorter school year, the same teacher giving five months to one school and five months to another.

Apart from the financial question the whole problem of the rural school is complicated by the questions concerning the supply of rural teachers. Before we can have great progress the supply must be considerably augmented, and all measures which look in these directions merit careful consideration and discriminating encouragement.

In conclusion, it is a pleasure to note that the educational situation in Porto Rico is full of hope. The local authorities and the teachers are animated by a progressive spirit, the work improves from year to year, and we look forward to the day when our educational efforts may justly challenge comparison with the best endeavors put forward anywhere for popular education.

APPENDIX.

REPORTS OF CHIEFS OF DIVISIONS.

EXHIBIT I.

FINAL REPORT OF THE DISBURSING OFFICER.

DEPARTMENT OF EDUCATION,
San Juan, September 6, 1905.

SIR: On the 22d of May of the present year the undersigned was designated as acting disbursing officer of the department of education in substitution of Mr. J. R. Wildman, who was granted leave of absence to visit the United States.

The new general disbursing office, created in pursuance of a resolution of the executive council, began its work on the 1st of July, 1905, and on the same day the division of disbursements and accounts of this department, together with my functions as the disbursing officer, ceased. For these reasons, it is my duty to submit to your consideration the present report, which comprises all accounting operations of this department which were effected during the fiscal year 1904-5.

In accordance with instructions of the auditor of Porto Rico the miscellaneous accounts which included the appropriations "Instruction and training of young men from Porto Rico in the United States" and "Education of Porto Rican students in the United States" and "Education of Porto Rican students in the normal school at Rio Piedras" were merged with the regular account, and figures accordingly with this account in the present report. It will be observed that the account "Miscellaneous receipts" is lacking. This account has disappeared from the books and accounts of the department of education. All sums collected from teachers and superintendents of schools for loss of books as well as the proceeds of the sales of desks to the school boards figure in the account "common school equipment" (act of Mar., 1904). On the other hand, the commissioner of interior assumed charge in June, 1904, of the administration of the lands connected with the school at Fajardo, the rent of which had been collected by the department of education up to and including the 31st of May, 1904, such receipts being for the account of the treasury of Porto Rico.

By virtue of a law passed by the legislative assembly of Porto Rico and approved March 9, 1905, upon administration of the pension fund of insular teachers, the department of education made a formal transfer to the board of trustees named by the governor of Porto Rico for this object of all papers, books, documents, and money belonging to the said funds according to inventories signed on the date of June 10, 1905. The following statements show all payments, together with the appropriation heads under which these disbursements were made.

REGULAR ACCOUNT.

RECEIPTS.

"An act making appropriation for the necessary expenses of carrying on the government of Porto Rico, for the fiscal year 1904-5, and for other purposes," approved March 10, 1904-----	\$619, 145. 00
Transfer from "Miscellaneous expenditures," subject to the approval of the governor-----	1, 500. 00
Credit to appropriation "Salaries, office commissioner of education," as per appropriation warrant No. 161-----	1, 000. 00
Credit to appropriation "Contingent expenses, office commissioner of education," as per appropriation warrant No. 161-----	500. 00

Repayment to appropriation "Salaries, common school"-----	\$75.00
Repayment to appropriation "Technical education of Porto Rican students in the United States"-----	20.83
Total-----	622, 240.83

DISBURSEMENTS.

Office commissioner of education:

Salaries-----	\$30, 569. 11
Contingent expenses—	
Sundries-----	\$3, 498. 58
Postage-----	1, 800. 00
	5, 298. 58

Text-books and school supplies:

Purchases-----	31, 157. 58
Transportation-----	753. 97
	31, 911. 55

Common schools:

Salaries-----	389, 767. 72
Contingent expenses-----	12, 269. 02
	402, 036. 74

Superintendents of schools:

Salaries-----	23, 332. 58
Contingent expenses-----	9, 615. 14
	32, 947. 72

Teachers' Institutes:

Salaries-----	265. 00
Contingent expenses-----	690. 29
	955. 29

High and graded schools:

Salaries—	
San Juan-----	14, 182. 50
Ponce-----	10, 255. 00
Mayaguez-----	7, 658. 00
Fajardo-----	5, 684. 49
	37, 779. 99
Contingent expenses—	
San Juan-----	699. 84
Mayaguez-----	56. 81
Fajardo-----	23. 62
	780. 27

Industrial schools:

Salaries—	
Principal-----	2, 500. 00
San Juan-----	7, 252. 50
Ponce-----	7, 709. 25
Mayaguez-----	5, 186. 25
Arecibo-----	4, 935. 00
	27, 583. 00
Contingent expenses—	
San Juan-----	1, 906. 28
Ponce-----	1, 738. 98
Mayaguez-----	1, 028. 74
Arecibo-----	1, 285. 90
Rental and repairs-----	2, 100. 00
	8, 059. 90

Library and museum, department of education, contingent expenses-----

390. 09

Instruction and training of young men from Porto Rico in the United States-----

9, 918. 13

Technical education of Porto Rican students in the United States-----

4, 479. 13

Education of young men and women in the insular normal school-----

5, 126. 42

597, 835. 92

Balance-----24, 404. 91

TRUST FUNDS.

SCHOOL EXTENSION IN PORTO RICO.

Available fund.

July 1, 1904. To balance, separated for convenience in accounting into—		
General account.....	\$10,753.89	
Erection of buildings.....	110,174.23	
		\$120,928.12

General account (repayments by municipalities, as follows):

Rio Grande.....	1,100.00	
Rio Piedras.....	1,064.55	
Sabana Grande.....	339.76	
Las Marias.....	1,110.50	
Maricao.....	946.47	
San Sebastian.....	916.64	
Añasco.....	740.02	
Lajas.....	469.95	
Juana Diaz.....	1,587.36	
Cabo Rojo.....	550.00	
Ponce.....	1,600.00	
Yauco.....	1,159.64	
Adjuntas.....	916.65	
Yabucoa.....	1,158.92	
Arecibo.....	391.30	
Bayamon.....	821.00	
Santa Isabel.....	833.34	
		15,704.10
Total.....		136,632.22

Disbursements.

General accounts:

Salaries—Inspector, assistant inspector, stenographer, and draftsman.....	\$5,934.85	
Travel—Inspector and assistant inspector.....	672.22	
Contingent expenses (advertising bids, cablegrams, transportation of desks to new schools, extras not included in contracts, supplementary contracts, etc.).....	1,197.03	
Construction of rural school (Coamo).....	1,780.00	
Total.....	9,584.10	
Erection of buildings—Contracts.....	39,356.31	
		48,940.41
Balance.....		87,691.81

TEACHERS' PENSIONS.

Available fund.

July 1, 1904. To balance.....		\$27.51
Payments by municipalities, as follows:		
Fajardo (Ceiba).....	\$164.64	
Aibonito.....	54.53	
Cabo Rojo.....	83.76	
Carolina.....	36.00	
Humacao.....	126.82	
Lajas.....	111.61	
Naguabo.....	71.80	
Patillas.....	206.45	
Yabucoa.....	58.07	
Isabela.....	292.59	
		1,206.27
Total.....		1,233.78

Disbursements.

Balance due quarter ended September 30, 1903.....	\$114. 60
Part payment for the quarter ended December 31, 1903.....	797. 80
Amount paid to the treasurer of the board of trustees of the teachers' pension funds, by the treasurer of Porto Rico as per his letter under date of June 17, 1905.....	321. 38
	<u>1, 233. 78</u>

ESTABLISHMENT AND MAINTENANCE OF INDUSTRIAL SCHOOLS IN PORTO RICO.

(No fiscal year.)

July 1, 1904. To balance	\$20, 265. 65
Claims settled by auditor against this appropriation as per warrants Nos. 6797 and 6957, dated July 21 and 23, 1904.....	1, 050. 04
	<u>\$19, 215. 61</u>
Payment to this appropriation on date, May 22, 1905..	51. 56
	<u>19, 267. 17</u>
Total	

Disbursements.

Industrial schools:

Arecibo—

Salaries ^a	\$350. 00
Contingent expenses.....	254. 07
	<u>\$604. 07</u>

Ponce—

Contingent expenses.....	841. 19
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Guayama—

Salaries	4, 588. 75
Contingent expenses.....	1, 639. 02
	<u>6, 227. 77</u>

Mayaguez—

Contingent expenses.....	184. 04
	<u>\$7, 857. 07</u>

Balance.....	<u>11, 410. 10</u>
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COMMON SCHOOL EQUIPMENT.

(No fiscal year.)

Created by an act of the legislature, entitled "An act to reappropriate moneys paid by municipalities and other parties to the commissioner of education for school equipment, and for other purposes," approved March 10, 1904.

July 1, 1904. To balance.....	\$224. 96
Repayment on account of money erroneously collected for lost books as per check No. 17538, J. R. Wildman, disbursing officer, department of education, dated May 20, 1904, in the amount of \$7.26 deposited to the credit of the appropriation "Common school equipment," no fiscal year, as per treasurer receipt No. 14803, dated May 25, 1904....	7. 26
	<u>217. 70</u>

^a The salary of an additional teacher paid from this appropriation by resolution of the executive council.

Receipts.

From the following school boards on account of sale of desks:

Ponce	\$1, 304. 70
Arecibo	45. 90
Santa Isabel	141. 05
Coamo	111. 75
Caguas	145. 00

	1, 748. 40	
Payment for lost books and supplies	1, 360. 81	
		\$3, 109. 21
Balance		3, 326. 91

REPAIRS AND SCHOOL EQUIPMENT, SAN FRANCISCO BARRACKS.

(Trust fund.)

Receipts.

April 18, 1905. To balance by transfer to this account from the appropriation "Insurance receipts from model and training school trust fund," approved by the governor..... \$6, 820. 58

Disbursements.

June 1-15, 1905. Amount paid for services of carpenters and laborers in repairing San Francisco barracks..... 73. 72

Balance

6, 746. 86

RECAPITULATION.

	Receipts.	Disbursements.
Regular appropriation	\$622, 240. 83	\$597, 835. 92
School extension in Porto Rico trust fund	136, 632. 22	48, 940. 41
Teachers' pension trust fund	1, 233. 78	1, 233. 78
Establishment and maintenance, industrial schools	19, 267. 17	7, 857. 07
Common schools, equipment	3, 326. 91	73. 72
Repairs and school equipment, San Francisco Barracks	6, 820. 58	133, 580. 59
Balance		
Total	789, 521. 49	789, 521. 49

While there are certain outstanding bills against the department of education for disbursements relating to the fiscal year 1904-5, these vouchers as soon as received will be presented to the general disbursing officer for payment. In connection with the present report I desire to mention one of the most laborious and responsible duties which has been entrusted to this division. At the close of the fiscal year 1904-5, by resolution of the executive council the commissioner of education was directed to pay in June, 1905, all credits in favor of teachers for sums retained from their salaries in order to provide for payment during the three months of vacation. The sums involved were considerable and the labor exacting, but through the cooperation of the auditor, treasurer, and governor of Porto Rico this division was enabled to perform this operation on June 23, 1905, with absolute accuracy.

One of the most important matters which has occurred during the past year has been the supervision of the accounts of school boards, a duty which, under the new organization of disbursements, remains in the department of education under the division of property and accounts, this supervision being the especial duty of the assistant chief. By virtue of the provisions of the organic law which authorizes the commissioner of education to supervise all expenditures for school purposes, and by virtue of the provisions of the school law which provides that the treasurer of Porto Rico, with the approbation of the

commissioner of education, may prescribe methods of accounting, this office, with the approval of the treasurer of Porto Rico, undertook the establishment for the various school boards of a uniform system of accounting.

This work involved—

First. The preparation of a system of accounting, fixing the several heads under which the disbursements of the school boards were to be made, and requiring all payments to be made by vouchers with reference to these distinct headings of the appropriations made by the school boards.

Second. Placing the treasurers of the school boards under bonds of fidelity companies and making them responsible for an exact compliance with the rules and regulations of the department.

Third. The examination and audit of all payments made by the school boards under the system prescribed by the department, which went into effect January 1, 1905.

Fourth. The issue of detailed instruction with regard to the formulation of budgets for the fiscal year 1905-6, and the examination of these budgets in detail with respect to the legality and propriety of the expenditures proposed.

The constructive work above outlined demanded the attention of this division in the early months of the fiscal year and it was impossible to place the completed system, as expounded in a voluminous circular, in operation until January 1.

The experience had with these accounts in the course of the year gave rise to many perplexing and interesting questions, which became the subject of a series of subsequent instructions in which the general principles of the accounting system were explained in greater detail to the members of the school boards. The experience gained through the audit of these accounts enabled this division to make a minute examination of the budgets proposed for the fiscal year 1905-6, and it is believed that through the cooperation of this department with the school boards order and system have been introduced into the accounts of these bodies to the benefit of the administration of schools throughout the island.

This division has furnished the division of supervision and statistics the data relative to the financial affairs of the local school boards for inclusion in the statistical report of the department.

Very respectfully,

A. GONZALEZ FONT,
Acting Disbursing Officer.

EXHIBIT II.

DIVISION OF DISBURSEMENTS AND ACCOUNTS.

SUPPLEMENTARY REPORT OF THE PORTO RICAN TEACHERS' SUMMER SCHOOL FUND.

SIR: It was the desire of my predecessor, Mr. J. R. Wildman, who, in addition to his duties as disbursing officer of the department of education, acted during the summer of 1904 as the business agent and disbursing officer of the Porto Rican teachers' expedition to the United States, that there should appear in the report of the commissioner of education a complete final statement of the receipts and disbursements made on account of that special fund.

Through the courtesy of the auditor of Porto Rico a thorough examination of the accounts of this expedition was made by the auditing officials of the insular government. Mr. Wildman left in my hands the following report of the chief of the division of accounts and claims:

[Copy.]

OFFICE OF THE AUDITOR,
San Juan, P. R., May 16, 1905.

SIR: In obedience to your request to examine the accounts of J. R. Wildman, disbursing officer of Porto Rican teachers' summer school fund, I have the honor to report:

AMOUNT OF RECEIPTS.

Retained salaries of Porto Rican teachers-----	\$21, 175. 57	
Subscription, citizens of—		
Boston-----	\$10, 731. 86	
New York-----	2, 560. 00	
Philadelphia-----	1, 298. 70	
Porto Rico-----	150. 00	
Receipts from miscellaneous sources-----	455. 56	
Interest on deposits-----	77. 82	
Deposit of S. M. Lindsay May 4, 1905-----	416. 01	
		36, 865. 52
Overdraft at City Trust Company, Boston, as shown by letter of treasurer under date of May 4, 1905, to be made good by S. M. Lindsay-----		146. 57
Outstanding check No. 161, payable to order of N. W. Edson, Orono, Me-----		2. 00
		37, 014. 09

Disbursements, as per vouchers with checks attached, except in case of voucher No. 161----- 37, 014. 09

The account as made up, with statement of receipts and expenditures accompanying, is complete and full, each check being attached to voucher numbered alike, payable to order, and properly endorsed.

Respectfully submitted.

C. B. MORTON,

Chief Division Accounts and Claims.

HON. THOMAS W. HYNES,
Auditor of Porto Rico, San Juan, P. R.

In connection with the above statement, I beg to report further that a communication of the late commissioner of education, Dr. S. M. Lindsay, advises us that items aggregating a total of \$564.58, which appeared in the foregoing statement under the following heads:

Deposit of S. M. Lindsay May 4, 1905-----	\$416. 01
Overdraft at City Trust Company, to be made good by S. M. Lindsay---	146. 57
Outstanding check No. 161, payable to the order of N. W. Edson, Orono, Me-----	2. 00

had been deposited by Dr. S. M. Lindsay in the City Trust Company of Boston from funds provided by subscriptions from guarantors, as follows:

Isaac N. Seligman, New York-----	\$118. 87
Bolton, Bliss & Dallett, New York-----	148. 57
R. Fulton Cutting, New York-----	148. 57
Joseph Horton, New York-----	148. 57

The foregoing statements are herewith presented to you at the request of my predecessor, Mr. J. R. Wildman.

Very respectfully,

A. GONZALEZ FONT,
Acting Disbursing Officer.

EXHIBIT III.

DIVISION OF PROPERTY AND SUPPLIES.

DEPARTMENT OF EDUCATION OF PORTO RICO,

OFFICE OF THE COMMISSIONER,

San Juan, September 30, 1905.

SIR: The work of the division of property and supplies has gone on steadily and satisfactorily during the past year, the system of buying, receiving, distributing, and accounting for school supplies of all kinds having proved equal to all demands upon it. Schools have received during the past year under the

new pro rata schedule enough of the different text-books and materials to meet their needs when used with due economy.

One of the most important actions concerning the work of this division was the appointment of a text-book committee to prescribe text-books for uniform use in the same grades in the different districts. As pointed out in my last report, there are in use on the island text-books of over 400 different titles. This precluded the possibility of carrying books in stock in anticipation of requisitions from the superintendents. It is a matter of regret that our appropriation for 1905-6 will not permit of carrying out the recommendations of this committee except in two or three of the larger districts, retiring the older books from these districts to others. With the present appropriations it will be three or four years before the books recommended will be in use throughout the island.

In the condemnation of worn-out and useless text-books a different method has been used. When this division was first established it was found that condemnation of old books had been infrequently held, and that as a result many of the superintendents were charged with books which were actually nothing but a mass of torn and dirty leaves, unfit for school use or indeed for handling at all. These books were burnt, as the easiest and quickest means of solving the difficulty. Since this first condemnation superintendents have gathered in their headquarters at the end of the school year all the books that were deemed ready for condemnation. A representative of this division then visited the district, and after examining them stained the three edges with an aniline dye, preventing the possibility of their being again used in the schools or included in the property returns of the superintendents or teachers. This also prevents the substitution of these old books for new ones of the same title. After staining the edges the books are returned to the superintendent to be distributed among the poorer children of the district who are unable to attend school. This distribution is gratis, and the anxiety of the children to secure these old books is touching and is indicative of a thirst for knowledge.

It is my opinion that if each teacher be furnished with a package of transparent adhesive paper that the text-books could be used for a longer period than is now the case. The children should be instructed to take their books to the teacher immediately for repairs. This would take very little time and result in a large saving. The recommendation made in my last report for the purchase of book covers, such as are in use in many of the cities of the United States, has not been carried out, owing to the limitations of the appropriations of this department. As the appropriation for the coming year is still smaller, there is little chance of doing this in the near future.

During the year this division has handled articles intended for the various schools and for the office to the value of \$76,877.07. The cost of receiving, freight, and distributing is about 7½ per cent. This percentage includes the rent of the storehouse (\$1,500) and the cost of a loft placed in same during the year (\$150). A detailed statement follows:

Text-books and school supplies	\$36, 704. 51
School furniture	7, 288. 10
Industrial school material, etc	7, 871. 92
Library and museum	469. 33
High-school books, etc	862. 87
Office supplies, furniture, etc	2, 130. 67
Stock on hand June 30, 1904	21, 549. 67

Total	76, 877. 07
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Salaries, chief division and shipping clerk	3, 000. 00
Rent of storehouse	1, 500. 00
Island transportation	754. 79
Expenses, sundry	10. 18
Wages of laborers	285. 67
Cost of new loft placed in storehouse	150. 00

Total	5, 700. 64
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The work in the storehouse during the year has been carried on with efficiency and economy under the direction of the shipping and supply clerk, to whom my thanks are due for his careful administration of this branch of the work. The card record showing daily balances as used in the office has been initiated in

the storehouse with the same satisfactory results. The storehouse record is checked with the office record, and stock is checked by actual count against this record. This is done at stated intervals.

Thanking you for the interest you have taken in the establishment and maintenance of a correct system of accounting and recording and for the consideration shown to suggestions made for the betterment of the service, I remain,

Very respectfully, yours,

C. O. LORD,
Chief of Division.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

EXHIBIT IV.

DIVISION OF SCHOOL EXTENSION.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 29, 1905.

SIR: I have the honor to submit a report of the work done in this division during the fiscal year ending June 30, 1905, as follows:

Although the number of buildings completed during this year has been very small, the work of the division has been fully taken up in the preparation of plans and in the supervision of the construction of buildings which are now nearing completion.

Among the plans prepared has been one for a frame building to cost about \$500. A number of school boards have requested plans for a building of this kind and have submitted propositions in which they offer to construct one or two of these buildings, provided the Department will also construct one or two of the same kind of buildings in their district. The school boards have also offered to provide the sites for these buildings, but it is very hard to secure land, especially in the country districts, with a clear title.

Besides the regular school extension work, this division has been in charge of the alteration and repair work being done at the San Francisco Barracks, San Juan, which is to be used by the high and grammar school; the cost of this work will be about \$6,500. Repairs and alterations to the old military barracks at Aguadilla, which will cost \$750. Repairs and improvements on the graded school building at Fajardo, to cost about \$2,000.

Of the buildings now under construction nearly all of them will be ready for occupancy the coming school year. Owing to what has really been a lumber famine on the island, almost all of these buildings have been somewhat delayed.

The high and grammar school building now under construction at Ponce is the last of the buildings provided for in the allotment "Ponce schoolhouses," aggregating \$53,800.

There are a number of school boards and municipalities which have requested that school buildings be erected in their districts on the same plan as that followed by the department in the past two or three years, of allowing them to repay a proportionate part of the cost to the department in monthly or yearly installments. As these requests come, in some cases, from municipalities which were re-created by the last legislative assembly and which have no school buildings in their principal towns, some special effort should be made to comply with them. As no appropriation has ever been made from insular revenues for school extension work, it would perhaps be advisable that such an item be placed in the next budget presented to the legislature.

Herewith are lists showing school buildings completed and under construction during the last fiscal year.

Respectfully,

A. M. LYONS, *Chief of Division.*

The COMMISSIONER OF EDUCATION,
San Juan, Porto Rico.

Buildings completed during fiscal year 1904-5.

	Allotment.	Total cost.
Rio Piedras, 6 rooms, brick	\$13,000.00	\$11,385.60
Lajas, 3 rooms, brick and stone	7,500.00	5,633.90
Rural building: Coamo, 1 room, frame		1,780.00

Graded buildings being constructed or under contract.

	Allotment.
Juana Díaz, 6 rooms, brick	\$12,000.00
Yabucoa, 6 rooms, brick and stone	13,000.00
Ponce, 12 rooms, brick	20,045.77
Patillas, 3 rooms, frame	3,000.00
Isabela, 4 rooms, frame	4,000.00
Rural building: Santa Isabel, 1 room, frame	

Buildings for which bids have been advertised and buildings for which plans are being prepared.

	Allotment.
Maricao, 4 rooms, frame	\$5,000.00
Cataño, 4 rooms, brick	2,000.00
Las Marias, 4 rooms, frame	5,000.00
Rural building: Aguirre, 1 room, frame	

EXHIBIT V.

SUPERINTENDENT OF EXAMINATIONS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 3, 1905.

SIR: Previous to the 1st of October, 1903, no attempt had been made to systemize the examinations for teacher's certificate held by the department. The need of teachers to take charge of the new schools opened each year was a good reason for holding examinations whenever the commissioner of education believed it necessary to do so. The examination questions were sent to the superintendents of the school districts where the examinations were to be held, and the papers of the candidates were corrected by a committee of qualified persons appointed by the commissioner.

The first examination for the common school diploma was held in the year 1903, the examination papers being corrected in the towns where the examination took place by committees appointed by the superintendents of the respective districts.

On October 1, 1903, the office of superintendent of examinations was established. It was the duty of the superintendent to prepare the questions for all the examinations to be held by the department, to make arrangements for the proper conducting of examinations in all school districts, and to correct and mark the examination papers. The object desired in the establishment of this position was to attain a greater degree of uniformity in the examinations.

This system was not altogether satisfactory, in that it imposed on the superintendent of examinations labor involving too great detail, both in the preparation of questions and in the examination of results. Therefore the commissioner of education, on December 15, 1904, ordered the following rules and regulations to be followed in the conduct of future examinations:

1. The general supervision of all examinations held by the department, excepting so far as expressly modified by these regulations, shall be in charge of the examining superintendent.

2. The examining superintendent shall be chairman of an examining board which shall, in addition, consist of the chief of the division of supervision and statistics of the department, the principal of the insular normal school, the principal of the central high school of Porto Rico at San Juan, and the superintendent of schools for the district of San Juan.

3. It shall be the duty of the said examining board to assist the examining superintendent in (a) preparation of questions for examinations (b) arrangement of schedules for examinations, (c) marking and correction of papers, (d) such other matters as may be referred to it by the examining superintendent.

4. The examining superintendent shall require the action of the board as such in the approval of questions proposed for examinations. In all other matters he may in his discretion avail himself of the cooperation of the members of the board as individuals without submitting the matters involved to formal action of the board, unless he deems this necessary.

5. The examining superintendent may, with the approval of the commissioner of education, hold special examinations without consulting the board. The department will determine what examinations are to be considered special, with reference to the urgency of such examinations and the number of applicants.

6. The examining superintendent shall report upon the results of all examinations held by the department within a period of not more than twenty days from the receipt of the papers relative to said examinations in San Juan, and not more than thirty days from the last day on which said examination was held. To carry out this regulation he should require from district superintendents and others the utmost dispatch in the transmission of the papers. He may, whenever necessary to carry out the provisions of this regulation, in addition to the cooperation of the examining board, call upon the assistance of other duly qualified persons connected with the department of education.

The examinations held December 27, 28, and 29, 1904, and all the examinations held during the year 1905, were conducted in accordance with these rules. The result attained in these, as in previous examinations, was poor. Some of the reasons for this are noted in the following quotations from the partial reports which I had the honor to submit to you after each examination:

"While 39 out of 120 candidates passed the examination," I said September 29, 1904, referring to the examination for common school diploma, "yet only 7 obtained the 75 per cent general average required by the department, the balance falling under that mark."

"As you see by the above the result of this examination is still poorer than that held last June. The work submitted by the examinees, pupils of the seventh and eighth grade of the public schools, shows clearly a lack of preparation in their studies. This is due, in my opinion, to the fact that most of these pupils came from the former Spanish schools, and many others only entered school at the very beginning of the establishment of the American system of education, when the teachers were entirely unfamiliar with the new methods and all was confusion and dissatisfaction."

And regarding the examination for licenses for rural teachers held December 27, 28, and 29, 1904:

"Although the questions in general were not very difficult and the test was a fair one, only 7 out of the 123 passed the examination successfully. As in previous examinations, most of the candidates, especially in Mayaguez, were children of the seventh and eighth grades of our public schools, and this, perhaps, explains the poor results obtained in the present case."

And then under date of May 10, 1905:

"As in former examinations, many pupils below the eighth grade of the public schools presented themselves for examination, and this explains the small percentage of successful candidates. The board believes it necessary to take some steps to prevent these children from applying for a rural license without having studied the eighth grade of the public schools."

A manual for examinations, designed to answer all questions which may arise concerning examinations and admission of candidates, has been prepared and will soon be published by the department.

As some of the members of the examining board were unable by reason of their positions properly to attend to the correction and marking of examination papers, the board at a meeting held September 14 resolved to recommend cer-

tain changes to be introduced in the rules and regulations for conducting the examinations of the department. The revised rules, as approved by the commissioner, read as follows:

1. The general supervision of all examinations held by the department, excepting so far as expressly modified by these regulations, shall be in charge of the superintendent of examinations.

2. The superintendent of examinations shall be chairman of an examining board which shall in addition consist of the chief of division of supervision and statistics of the department, the principal of the insular normal school, the principal of the central high school of Porto Rico at San Juan, and the superintendent of schools for the district of San Juan.

3. It shall be the duty of the said examining board to assist the superintendent of examinations in (a) preparation of questions for examinations; (b) revision of papers in case of appeal on the part of the examinee or of the examining board; (c) such other matters as may be referred to it by the superintendent of examinations.

4. The superintendent of examinations shall require the action of the board as such in the approval of questions proposed for examinations. In all other matters he may, in his discretion, avail himself of the cooperation of the members of the board as individuals without submitting the matters involved to formal action of the board, unless he deems this necessary.

5. For the marking and correction of papers, the superintendent of examinations may, whenever necessary, call for assistance upon teachers or other duly qualified persons either connected with or approved by the department of education.

6. The superintendent of examinations may, with the approval of the commissioner of education, hold special examinations without consulting the board. The department will determine what examinations are to be considered special, with reference to the urgency of such examinations and the number of applicants.

7. The superintendent of examinations shall report upon the results of all examinations held by the department within a period of not more than twenty days from the receipt of the papers relative to said examination in San Juan, and not more than thirty days from the last day on which said examination was held. To carry out this regulation he should require from district superintendents and others the utmost dispatch in the transmission of the papers.

Respectfully submitted.

ENRIQUE C. HERNANDEZ,
Superintendent of Examinations.

The COMMISSIONER OF EDUCATION,
San Juan, Porto Rico.

EXHIBIT VI.

DIVISION OF SUPERVISION AND STATISTICS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 26, 1905.

SIR: I beg to submit herewith the annual report of this division:

Changes of some importance were introduced in the tabulation of statistics during the past year, though these changes involved the omission or suppression of tables, or parts of them, heretofore regarded as necessary, rather than any radical departure from the previous method of compilation of statistics of enrollment and attendance; otherwise this division has adhered closely to the general plan and method of presentation followed the previous year. While it is perhaps the function of this division merely to present statistical tables to your consideration, without comment and irrespective of results and showings therein contained, I would say that it has observed closely throughout the course of the past year the fluctuation of enrollment and attendance in the different districts and municipalities, and has in all cases cooperated actively with superintendents, teachers, and school boards to secure the favorable increase over last year to be noted in the schools of the island. I am also confident that our corps of superintendents has never previously made such united, continual, and per-

sistent efforts to maintain both enrollment and attendance at the point required by law, and chiefly to their constant endeavors in this direction is due the improvement apparent, especially in many of the rural districts.

At the beginning of the year a series of visits to the different districts was planned, which, had I been able to carry them out, would have enabled me to spend from two to four days in conference and consultation with the different superintendents. Various things interfered to prevent the projected tours of inspection from being made in all cases, though I am glad to say that the following districts were visited and conditions as found, both material and professional, commented on verbally and in writing to the superintendents: Aguadilla, Aibonito, Bayamon, Carolina, Coamo, Fajardo, Humacao, Mayaguez, Ponce, San Sebastian, Yauco.

These visits, made primarily with the intention of securing first-hand information of conditions in the different districts, and secondly, with the purpose of acquainting the superintendents with work and conditions as they were to be found in the neighboring districts, have accomplished this end, and, in addition, have in some cases served as a means of offering no little stimulus and encouragement to superintendents. These tours of visitation proved to be extremely pleasant in character and for the first time, I think, the Department was brought in direct contact to this extent with its field employees. I am also able to report that some of the defects and irregularities noted by me in schools and surroundings were subsequently corrected, and a few of the superintendents have communicated to this division the fact that the visits were found instrumental in improving conditions of their districts in a third sense, which was that of being able to offer in many cases no little help and assistance to them in their relations with the school boards. Naturally the major part of the correspondence had by this division with the superintendents refers principally to matters relating to questions of supervision and statistics, and such correspondence, while not voluminous, has served during the past year more than during the previous to eliminate and reduce to a minimum point the difficulties and handicaps which previously retarded the prompt and ready collection of statistics; this apart from other matters of a purely supervisory nature.

I have also to report that the different statistical and professional forms under the charge of this division were made uniform during the course of the past year, whenever this was possible, and at the present time it is believed that report cards, professional and statistical forms, blanks, etc., have been devised to meet all requirements wherein these might be needed. The plan previously followed of exchanging district circular letters was also continued, and I am informed by many of the district superintendents that they were enabled thereby to secure many useful and valuable suggestions of plans and practices in vogue in other districts, besides having been able to familiarize themselves with those points and matters which were being given greater emphasis, or causing more difficulty in other schools of the island. A complete file of these district circular letters has been gathered by this division and is on file in this office. During the course of the year this division has also intervened directly in the preparation of different programmes and pamphlets, as programme of superintendents' conference at Ponce, course of English for Porto Rican teachers, programme of teachers' conferences, text-book report, etc.

In conclusion, allow me to state that I am greatly pleased at being able to present the statistics of enrollment and attendance at this time, since they might have been delayed beyond this date, due to the numerous changes which have taken place in the force of this division, had not the greatest assiduity and perseverance, as well as intelligence, been shown by the different employees who have superseded one another during the year as statistical clerk. Complete statistics were nevertheless tabulated this year earlier than any year previous, and the fidelity to duty of my assistants, as well as the exactness of their work, may be gathered from the above fact.

Respectfully submitted.

L. R. SAWYER, *Chief of Division.*

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

STATISTICAL TABLES.

TABLE I.—Aggregate number of days attendance of all pupils and aggregate number of days actual teaching, common schools and special schools.

School year 1904-5.

COMMON SCHOOLS.

School district.	Municipality.	Aggregate number of days attendance.			Aggregate number of days actual teaching.		
		Graded.	Rural.	Total.	Graded.	Rural.	Total.
1	San Juan.....	340,405.0	53,549.0	393,954.0	9,486.5	1,351.5	10,838.0
	Rio Piedras.....	39,145.5	51,003.5	90,149.0	974.0	1,241.5	2,215.5
	District.....	379,550.5	104,552.5	484,103.0	10,460.5	2,593.0	13,053.5
2	Carolina.....	64,713.0	84,218.0	148,931.0	1,349.0	2,099.0	3,448.0
	Rio Grande.....	61,039.0	141,522.5	202,561.5	1,361.0	2,623.0	3,984.0
	District.....	125,752.0	225,740.5	351,492.5	2,710.0	4,722.0	7,432.0
3	Fajardo.....	112,400.0	58,906.0	171,306.0	2,584.0	1,278.0	3,862.0
	Naguabo.....	21,041.0	40,972.0	62,013.0	457.5	855.0	1,312.5
	Vieques.....	36,393.0	27,775.0	64,168.0	829.0	735.0	1,564.0
	Culebra.....						
	District.....	169,834.0	127,653.0	297,487.0	3,870.5	2,868.0	6,738.5
4	Humacao.....	67,143.5	60,146.0	127,289.5	1,732.5	1,505.0	3,237.5
	Yabucoa.....	43,830.0	60,132.0	103,962.0	1,011.0	1,364.0	2,375.0
	Patillas.....	12,980.5	31,484.0	44,464.5	340.0	691.0	1,031.0
	District.....	123,954.0	151,762.0	275,716.0	3,083.5	3,560.0	6,643.5
5	Caguas.....	106,734.0	102,215.0	208,949.0	2,540.5	2,589.0	5,129.5
	San Lorenzo.....	57,485.0	38,922.0	96,407.0	1,453.5	1,264.0	2,717.5
	Aguas Buenas.....	12,981.5	25,557.0	38,538.5	413.0	628.0	1,041.0
	District.....	177,200.5	166,694.0	343,894.5	4,407.0	4,481.0	8,888.0
6	Guayama.....	126,651.0	73,590.0	200,241.0	2,836.5	1,787.0	4,623.5
	Cayey.....	86,722.5	63,906.0	150,628.5	2,103.5	1,599.0	3,702.5
	District.....	213,373.5	137,496.0	350,869.5	4,940.0	3,386.0	8,326.0
7	Aibonito.....	40,690.0	44,990.5	85,680.5	1,009.5	1,113.0	2,122.5
	Comerio.....	29,261.0	43,591.0	72,852.0	734.0	1,134.0	1,868.0
	Barros.....	41,430.5	79,779.0	121,209.5	1,003.0	1,888.0	2,891.0
	District.....	111,381.5	168,360.5	279,742.0	2,746.5	4,135.0	6,881.5
8	Coamo.....	78,053.5	116,407.0	194,460.5	1,645.0	2,517.0	4,162.0
	Juana Diaz.....	46,759.0	79,679.0	126,438.0	1,072.5	1,802.0	2,874.5
	Santa Isabel.....	30,345.5	25,287.0	55,632.5	685.0	660.0	1,345.0
	District.....	155,158.0	221,373.0	376,531.0	3,402.5	4,979.0	8,381.5
9	Ponce.....	308,665.0	260,030.0	568,695.0	7,946.5	6,560.0	14,506.5
10	Yauco.....	100,250.5	82,665.5	182,916.0	2,321.5	1,874.0	4,195.5
	Sabana Grande.....	59,309.0	50,270.0	109,579.0	1,359.0	1,180.0	2,539.0
	District.....	159,559.5	132,935.5	292,495.0	3,680.5	3,054.0	6,734.5
11	San German.....	90,246.5	90,141.0	180,387.5	2,184.5	2,317.0	4,501.5
	Lajas.....	19,940.5	56,459.0	76,399.5	443.5	1,303.0	1,746.5
	Cabo Rojo.....	66,872.0	77,376.0	144,248.0	1,453.0	1,832.0	3,285.0
	District.....	177,059.0	223,976.0	401,035.0	4,081.0	5,452.0	9,533.0
12	Mayaguez.....	174,190.5	131,364.0	305,554.5	4,121.5	3,216.0	7,337.5
	Añasco.....	70,257.0	69,869.0	140,126.0	1,692.5	1,704.0	3,396.5
	Maricao.....	16,921.0	27,152.0	44,073.0	444.0	811.0	1,255.0
	District.....	261,368.5	228,385.0	489,753.5	6,258.0	5,731.0	11,989.0
13	Aguadilla.....	99,328.0	109,989.0	209,317.0	2,818.0	2,757.0	5,575.0
	Aguada.....	26,614.0	35,467.0	62,081.0	671.5	903.0	1,574.5
	Isabela.....	35,942.0	69,566.0	105,508.0	858.0	1,526.0	2,384.0
	District.....	161,884.0	215,022.0	376,906.0	4,347.5	5,186.0	9,533.5

TABLE I.—Aggregate number of days attendance of all pupils and aggregate number of days actual teaching, common schools and special schools—Continued.

COMMON SCHOOLS—Continued.

School district	Municipality.	Aggregate number of days attendance.			Aggregate number of days actual teaching.		
		Graded.	Rural.	Total.	Graded.	Rural.	Total.
14	San Sebastian.....	46,577.0	71,839.0	118,416.0	995.0	1,780.0	2,775.0
	Lares.....	35,490.0	58,452.0	93,942.0	837.0	1,711.0	2,548.0
	Las Marias.....	10,287.0	45,718.0	56,005.0	344.0	1,373.0	1,717.0
	District.....	92,354.0	176,009.0	268,363.0	2,176.0	4,864.0	7,040.0
15	Utua.....	72,433.5	135,950.0	208,383.5	1,699.0	3,338.0	5,037.0
	Adjuntas.....	45,523.5	61,738.0	107,261.5	1,182.5	1,507.0	2,689.5
	District.....	117,957.0	197,688.0	315,645.0	2,881.5	4,845.0	7,726.5
16	Arecibo.....	130,499.0	159,078.0	289,577.0	3,160.0	3,679.0	6,839.0
	Camuy.....	80,593.0	81,828.0	162,421.0	2,035.5	1,823.0	3,858.5
	District.....	211,092.0	240,906.0	451,998.0	5,195.5	5,502.0	10,697.5
	Manati.....	78,075.0	89,488.5	167,563.5	1,665.5	1,992.0	3,657.5
17	Ciales.....	35,389.5	55,929.0	91,318.5	841.0	1,187.0	2,028.0
	Morovis.....	14,866.5	51,339.0	66,205.5	329.0	1,149.0	1,479.0
	District.....	128,331.0	196,756.5	325,087.5	2,835.5	4,328.0	7,163.5
	Toa Alta.....	72,541.5	76,415.0	148,956.5	1,704.0	1,668.0	3,372.0
18	Vega Baja.....	70,760.5	76,438.0	147,198.5	1,526.5	1,753.0	3,279.5
	District.....	143,302.0	152,853.0	296,155.0	3,230.5	3,421.0	6,651.5
19	Bayamon.....	146,735.0	207,240.0	353,975.0	4,062.5	5,221.0	9,283.5
	Total.....	3,364,511.0	3,535,432.5	6,899,943.5	83,315.5	84,888.0	167,203.5

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

	Aggregate number days attendance.		Aggregate number days actual teaching.	
	High schools.	Industrial schools.	High schools.	Industrial schools.
San Juan.....	7,908.0	19,103.5	171	173
Guayama.....		12,379.5		167
Ponce.....	6,172.5	20,821.5	173	173
Mayaguez.....	4,234.5	13,116.5	173	174
Arecibo.....		16,827.5		175
Total.....	18,315.0	82,248.5	517	862

TABLE I.—Aggregate number of days attendance of all pupils and aggregate number of days actual teaching, common schools and special schools—Continued.

SPECIAL SCHOOLS (NIGHT SCHOOLS).

	Aggregate number days at- tendance.	Aggregate number days actual teaching.		Aggregate number days at- tendance.	Aggregate number days actual teaching.
San Juan.....	16,208	520	San German.....	3,460	154
Carolina.....	2,268	83	Lajas.....	2,788	155
Rio Grande.....	3,988	146	District.....	6,248	309
District.....	6,256	229	Mayaguez.....	4,774	155
Fajardo.....	4,510	130	Añasco.....	5,000	155
Naguabo.....	5,156	154	District.....	9,774	310
District.....	9,666	284	Aguadilla.....	4,588	153
Humacao.....	4,023	150	San Sebastian.....	5,518	163
Caguas.....	3,819	150	Lares.....	4,515	151
San Lorenzo.....	807	39	District.....	10,033	314
District.....	4,626	189	Utua.....	5,082	148
Guayama.....	7,193	151	Adjuntas.....	480	10
Cayey.....	5,586	146	District.....	5,562	158
District.....	12,779	297	Arecibo.....	2,436	80
Aibonito.....	1,513	81	Manati.....	3,998	147
Coamo.....	4,062	149	Toa Alta.....	2,622	85
Juana Diaz.....	5,756	170	Bayamon.....	3,589	156
District.....	9,818	319	Island.....	154,105	4,985
Ponce.....	22,079	757			
Yauco.....	10,742	290			
Sabana Grande.....	7,645	157			
District.....	18,387	447			

SPECIAL SCHOOLS (AGRICULTURAL).

Locality.	Aggregate number days at- tendance.	Aggregate number days actual teaching.	Locality.	Aggregate number days at- tendance.	Aggregate number days actual teaching.
Carolina.....	5,767	171	Cabo Rojo.....	7,901	172
Guayama.....	5,712	172	Camuy.....	6,635	171
Barros.....	14,065	329	Toa Alta.....	8,085	172
Ponce.....	5,779	168	Bayamon.....	7,636	172
Sabana Grande.....	7,547	171	Total.....	77,424	1,869
Lajas.....	7,697	171			

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools.

1st Term, 1904-5.

COMMON SCHOOLS.

School district.	Locality.	Average daily enrollment per school.		Average daily attendance per school.		Per cent attendance.		Average number days actual teaching per school.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.	Municipality.	District.
1	{San Juan.....	42.18		39.40		93.43		61.48	
	{Rio Piedras.....	43.91		38.20		86.94		55.67	
			43.04		38.80		90.19		58.57
2	{Carolina.....	48.71		44.21		90.76		60.32	
	{Rio Grande.....	55.74		51.40		92.21		61.02	
			52.23		47.80		91.48		60.67
3	{Fajardo.....	48.15		42.88		89.05		61.40	
	{Naguabo.....	50.85		47.31		93.04		57.20	
	{Vieques.....	49.16		41.61		84.64		59.13	
	{Culebra.....	28.34		25.49		89.95		59.50	
			44.12		39.31		89.17		56.80
4	{Humacao.....	46.15		36.29		78.63		55.63	
	{Yabucoa.....	45.41		40.67		89.56		57.83	
	{Patillas.....	42.41		37.17		87.64		59.90	
			44.65		38.04		85.27		57.82
5	{Caguas.....	45.76		39.90		87.19		60.44	
	{San Lorenzo.....	40.73		33.34		81.85		53.72	
	{Aguas Buenas.....	43.77		37.68		86.08		50.58	
			43.42		36.97		85.04		54.91
6	{Guayama.....	48.25		40.56		84.06		59.07	
	{Cayey.....	43.31		36.94		85.29		57.10	
			45.78		38.75		84.67		58.08
7	{Aibonito.....	45.76		40.57		88.65		57.87	
	{Comerio.....	43.72		38.37		87.76		61.18	
	{Barros.....	45.16		41.13		91.07		60.90	
			44.88		40.02		89.16		57.98
8	{Coamo.....	51.19		45.92		89.71		59.41	
	{Juana Diaz.....	48.66		42.66		88.35		61.08	
	{Santa Isabel.....	46.79		41.53		88.76		55.55	
			48.88		44.55		88.94		55.34
9	{Ponce.....	37.80		33.65		89.01		59.89	
			37.80		33.65		89.01		59.89
10	{Yauco.....	45.04		39.53		87.78		58.29	
	{Sabana Grande.....	45.86		40.21		87.68		60.96	
			45.45		39.87		87.73		59.63
11	{San German.....	44.54		38.35		86.08		59.68	
	{Lajas.....	49.73		45.36		93.24		59.31	
	{Cabo Rojo.....	51.28		44.97		87.69		58.10	
			48.51		42.89		89.00		59.03
12	{Mayaguez.....	45.38		40.71		89.71		60.78	
	{Añasco.....	45.58		40.77		89.47		62.15	
	{Maricao.....	31.50		28.09		89.14		55.20	
			40.82		36.52		89.44		59.37
13	{Aguadilla.....	44.93		38.08		84.75		62.70	
	{Aguada.....	44.43		38.57		86.81		62.25	
	{Isabela.....	52.16		46.05		88.09		62.78	
			47.17		40.90		86.55		62.57
14	{San Sebastian.....	44.91		38.70		86.17		62.25	
	{Lares.....	37.92		32.36		85.33		60.15	
	{Las Marias.....	31.00		25.04		80.77		62.00	
			37.94		32.03		84.09		61.47
15	{Utua.....	47.76		40.81		85.45		61.50	
	{Adjuntas.....	41.95		35.53		84.69		60.55	
			44.85		38.17		85.07		61.02
16	{Arecibo.....	49.42		43.95		88.93		59.38	
	{Camuy.....	50.22		43.68		85.80		61.53	
			49.82		43.81		87.37		60.45
17	{Manati.....	50.24		45.06		89.68		60.67	
	{Ciales.....	48.30		49.86		86.45		57.57	
	{Morovis.....	50.31		43.11		85.69		58.21	
			47.95		43.67		87.27		58.81
18	{Toa Alta.....	47.49		42.50		87.61		54.09	
	{Vega Baja.....	52.12		44.88		86.10		60.45	
			48.80		43.69		86.85		57.27
19	{Bayamon.....	44.72		38.07		85.13		57.74	
			44.72		38.07		85.13		57.74
	Island.....		45.31		39.86		87.44		58.79

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

Locality.	Average daily enrollment per school.		Average daily attendance per school.		Average number days actual teaching per school.	
	High schools.	Industrial schools.	High schools.	Industrial schools.	High schools.	Industrial schools.
San Juan.....	50.16	127.09	48.87	118.13	62	62
Guayama.....		101.19		88.06		57
Ponce.....	42.51	125.16	39.79	109.44	62	62
Mayaguez.....	32.23	111.45	29.52	92.89	62	62
Arecibo.....		116.16		99.06		63
Island.....	41.63	116.21	39.73	101.51	62	61.2

SPECIAL SCHOOLS (NIGHT SCHOOLS).

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
San Juan.....	38.23	33.63	40.33	San German.....	45.43	29.28	46.00
Rio Grande.....	38.20	36.69	45.00	Lajas.....	26.17	23.41	46.00
Fajardo.....	42.73	34.69	45.00	District.....	35.80	26.34	46.00
Naguabo.....	34.54	32.35	46.00	Mayaguez.....	31.87	27.43	46.00
District.....	38.63	33.52	45.50	Añasco.....	37.00	31.94	47.00
Humacao.....	59.00	32.66	47.00	District.....	34.43	29.68	46.50
Caguas.....	32.30	26.52	44.00	Aguadilla.....	44.00	33.62	48.00
San Lorenzo.....	20.06	23.88	41.00	San Sebastian.....	44.58	35.32	62.00
District.....	26.18	25.20	42.50	Lares.....	43.14	24.42	43.00
Guayama.....	62.04	49.40	47.00	District.....	43.86	29.87	52.50
Cayey.....	47.34	41.20	44.00	Utua.....	57.48	39.50	40.00
District.....	54.69	45.30	45.50	Adjuntas.....	59.00	48.00	10.00
Coamo.....	46.17	37.60	40.00	District.....	58.24	43.75	25.00
Juana Diaz.....	44.43	36.37	60.00	Manati.....	55.32	46.02	47.00
District.....	45.30	36.98	50.00	Bayamon.....	44.34	35.68	47.00
Ponce.....	31.50	28.18	46.20	Island.....	43.65	35.04	44.76
Yauco.....	52.16	42.45	37.50				
Sabana Grande.....	49.21	44.64	47.00				
District.....	50.68	43.54	42.25				

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (AGRICULTURAL).

Including reënrollments.

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
Carolina.....	46.96	35.81	62.00	Cabo Rojo.....	54.69	44.63	61.00
Guayama.....	42.50	30.50	62.00	Camuy.....	44.25	38.90	62.00
Barros.....	48.59	43.98	60.50	Toa Alta.....	58.49	52.20	61.00
Ponce.....	26.51	24.16	57.00	Bayamon.....	48.72	44.46	61.00
Sabana Grande.....	39.93	36.61	61.00				
Lajas.....	45.20	.....	.....	Island.....	45.10	43.99	60.83

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
High schools.....	7,328.5	186.0	41.63	39.73	62.00
Industrial.....	31,128.5	306.0	116.21	101.51	61.20
Night.....	48,371.0	1,415.0	43.65	35.04	44.76
Agricultural.....	26,731.5	669.0	45.10	43.99	60.83
Island.....	113,559.5	2,576.0	61.65	55.07	57.19
Common schools (island).....	2,405,639.5	58,512.5	45.31	39.86	58.79
All schools (island).....	2,519,199.0	61,088.5	53.48	47.46	57.99

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

Second Term, 1904-5.

COMMON SCHOOLS.

School dis- trict.	Locality.	Average daily enrollment per school.		Average daily attendance per school.		Per cent attend- ance.		Average num- ber days actual teaching per school.	
		Municipi- pality.	Dis- trict.	Municipi- pality.	Dis- trict.	Municipi- pality.	Dis- trict.	Municipi- pality.	Dis- trict.
1	{San Juan	39.25		36.09		91.94		66.43	
	{Rio Piedras	46.65		40.70		87.24		66.07	
2	{Carolina	49.55	40.57	40.65	36.90	82.04	90.95	61.59	66.37
	{Rio Grande	56.02		48.70		86.93		61.42	
3	{Fajardo	50.47	52.97	45.18	44.92	89.51	84.80	59.40	61.50
	{Naguabo	55.78		48.78		87.45		58.28	
4	{Vieques	51.37		43.64		84.95		59.22	
	{Culebra	39.00	51.44	31.44	45.25	80.06	87.96	65.00	59.24
5	{Humacao	46.61	48.88	40.31	42.58	86.48	89.36	60.39	62.95
	{Yabucoa	49.76		46.34		93.12		65.64	
6	{Patillas	51.04		41.31		80.93		65.28	
	{Caguas	48.14	46.79	41.22	39.00	85.62	83.35	65.06	64.34
7	{San Lorenzo	45.59		36.00		79.19		63.38	
	{Aguas Buenas	43.43		36.21		83.37		63.50	
8	{Guayama	50.82	49.15	45.11	43.83	88.76	89.17	63.42	62.78
	{Cayey	46.95		42.25		89.98		62.04	
9	{Aibonito	46.03	46.89	41.28	41.37	89.68	88.23	63.70	60.72
	{Comerio	45.62		39.83		87.30		54.69	
10	{Barros	48.34		42.41		87.73		62.93	
	{Coamo	52.96	51.84	47.72	46.06	90.10	88.81	64.40	60.77
11	{Juana Diaz	51.63		44.44		86.07		56.95	
	{Santa Isabel	48.85		42.44		86.87		58.66	
12	{Ponce	46.12	46.12	42.25	46.06	91.60	88.81	64.15	60.77
	{Yauco	51.29	46.12	45.96	42.25	89.60	91.60	63.36	64.15
13	{Sabana Grande	49.67	50.66	44.58	45.42	89.75	89.65	65.60	64.17
	{San German	46.57		40.87		87.76		64.79	
14	{Lajas	50.28	48.53	44.27	42.38	88.04	87.32	62.00	63.29
	{Cabo Rojo	50.32		43.48		86.40		61.99	
15	{Mayaguez	48.74	48.44	42.09	41.39	88.40	85.44	64.58	65.12
	{Añasco	49.27		40.98		83.17		65.70	
16	{Maricao	42.81		38.76		90.54		65.37	
	{Aguadilla	48.37	49.42	37.64	39.80	77.81	80.53	63.29	62.66
17	{Aguada	47.36		40.70		85.93		56.95	
	{Isabela	53.06		44.31		83.50		65.21	
18	{San Sebastian	48.67	47.53	40.78	39.84	83.79	83.82	64.83	63.69
	{Lares	46.36		40.06		86.41		60.46	
19	{Las Marias	47.69		37.94		79.55		66.90	
	{Utua	51.11	50.70	43.12	42.99	84.36	84.79	64.52	63.35
20	{Adjuntas	48.91		42.77		87.46		61.26	
	{Arecibo	49.79	50.04	41.31	42.23	82.97	84.39	62.98	63.36
21	{Camuy	50.52		42.23		83.59		64.08	
	{Manati	53.84	53.93	46.08	46.73	85.62	86.65	62.54	61.40
22	{Ciales	52.55		47.47		90.33		56.71	
	{Morovis	56.20		46.90		83.45		65.88	
23	{Toa Alta	55.56	53.85	45.42	45.10	81.75	83.77	65.15	64.07
	{Vega Baja	52.09		45.56		87.46		63.00	
24	{Bayamon	46.13	46.13	38.20	38.20	82.81	82.81	65.47	65.47
	{Island		48.59		42.88		88.25		63.34

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

Locality.	Average daily enrollment per school.		Average daily attendance per school.		Average number days actual teaching per school.	
	High schools.	Industrial schools.	High schools.	Industrial schools.	High schools.	Industrial schools.
San Juan.....	46.92	124.60	45.58	113.61	67	67
Guayama.....		82.50		72.47		66
Ponce.....	37.94	135.36	35.79	128.20	67	67
Mayaguez.....	25.31	102.05	23.26	79.12	67	68
Arecibo.....		115.28		94.10		68
Island.....	36.72	107.39	34.88	97.63	67	67.20

SPECIAL SCHOOLS (NIGHT SCHOOLS).

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
San Juan.....	33.99	31.14	56.50	Yauco.....	42.35	34.84	64.00
Carolina.....	38.05	31.28	40.00	Sabana Grande.....	54.30	50.42	66.00
Rio Grande.....	30.93	23.05	59.00	District.....	46.50	40.16	65.00
District.....	33.88	26.37	49.50	San German.....	34.34	21.42	64.00
Fajardo.....	41.96	33.33	45.00	Lajas.....	26.32	17.57	65.00
Naguabo.....	36.56	33.24	68.00	District.....	30.30	19.68	64.50
District.....	38.70	33.27	56.50	Mayaguez.....	35.44	28.39	65.00
Humacao.....	36.75	24.45	60.00	Añasco.....	36.81	30.92	65.00
Caguas.....	33.44	24.14	63.00	District.....	36.13	29.67	65.00
San Lorenzo.....	23.73	19.43	64.00	Aguadilla.....	37.43	26.34	68.00
District.....	28.55	21.81	63.50	San Sebastian.....	41.09	30.65	61.00
Guayama.....	58.66	42.65	63.00	Lares.....	44.64	33.95	64.00
Cayey.....	41.78	37.04	64.00	District.....	42.91	32.47	62.50
District.....	50.15	41.24	63.50	Utua.....	50.00	35.04	65.00
Aibonito.....	20.00	19.62	40.00	Arecibo.....	36.87	31.02	39.00
Coamo.....	27.28	22.98	66.00	Manati.....	29.14	19.64	56.00
Juana Diaz.....	35.39	32.63	65.00	Toa Alta.....	42.21	37.07	42.00
District.....	31.37	27.18	65.50	Bayamon.....	32.84	16.37	67.00
Ponce.....	36.19	31.26	62.80	Island.....	37.03	29.99	59.59

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (AGRICULTURAL).

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
Carolina.....	41.80	32.04	65.00	Cabo Rojo.....	56.13	45.50	66.50
Guayama.....	44.19	36.59	66.00	Camuy.....	46.42	39.34	67.00
Barros.....	48.31	43.66	63.00	Toa Alta.....	58.57	50.38	67.00
Ponce.....	42.09	39.58	67.00	Bayamon.....	50.91	45.25	67.00
Sabana Grande.....	50.87	47.55	67.00	Island.....	49.46	44.05	65.91
Lajas.....	61.78	46.75	67.00				

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
High schools.....	7,012.0	201	36.72	34.88	67.00
Industrial.....	32,806.0	336	107.39	97.63	67.20
Night.....	64,228.0	2,145	37.03	29.99	59.59
Agricultural.....	31,937.5	725	49.46	44.05	65.91
Island.....	135,983.5	3,407	46.60	38.71	64.92
Common schools, island.....	2,741,435.0	65,378	48.59	42.88	63.34
All schools, island.....	2,877,418.5	68,785	47.59	40.79	64.13

Third term, 1904-5.

COMMON SCHOOLS.

School district.	Locality.	Average daily enrollment per school.		Average daily attendance per school.		Per cent attendance.		Average number days actual teaching per school.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.	Municipality.	District.
1	{San Juan.....	36.79	38.49	33.86	35.04	90.88	89.25	43.85	43.77
	{Rio Piedras.....	46.66		40.82		87.88		43.39	
2	{Carolina.....	49.09	50.65	41.34	43.33	85.03	85.93	41.02	42.63
	{Rio Grande.....	49.89		44.87		88.76		43.98	
3	{Fajardo.....	54.66	53.65	47.89	46.16	86.41	87.02	41.89	39.89
	{Naguabo.....	57.52		49.81		85.21		40.25	
	{Vieques.....	47.81		43.06		89.82		41.11	
	{Culebra.....								
4	{Humacao.....	46.58	48.13	39.68	42.17	85.17	85.65	40.79	41.61
	{Yabucoa.....	49.95		46.47		93.36		42.44	
	{Patillas.....	48.96		37.38		78.19		42.44	
5	{Caguas.....	46.42	45.29	39.78	37.67	84.45	82.41	43.22	42.04
	{San Lorenzo.....	43.32		38.81		77.45		43.12	
	{Agua Buenas.....	44.08		37.94		85.35		34.14	
6	{Guayama.....	49.62	48.37	43.12	42.57	87.14	88.21	42.07	42.26
	{Cayey.....	46.92		41.99		89.34		42.08	
7	{Aibonito.....	43.17	44.90	38.68	39.77	89.44	88.84	41.65	42.94
	{Comerio.....	45.29		37.92		87.75		43.91	
	{Barros.....	47.03		41.84		89.32		42.94	
8	{Coamo.....	52.26	51.33	46.67	44.87	89.86	86.66	42.68	41.60
	{Juana Diaz.....	51.60		44.49		86.47		40.94	
	{Santa Isabel.....	47.69		39.74		83.37		40.50	

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Locality.	Average daily enrollment per school.		Average daily attendance per school.		Per cent attendance.		Average number days actual teaching per school.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.	Municipality.	District.
9	Ponce.....	45.83	45.83	40.16	40.16	90.58	90.58	42.78	42.78
10	{Yauco.....	50.48		44.85		87.95		41.46	
	{Sabana Grande.....	48.73	49.81	42.61	43.93	86.29	87.15	42.63	41.90
11	{San German.....	47.10		40.23		85.43		43.79	
	{Lajas.....	52.45	48.45	44.20	41.73	85.24	86.38	43.64	43.66
	{Cabo Rojo.....	48.00		42.26		88.49		43.45	
12	{Mayaguez.....	47.34	47.37	41.89	42.15	88.23	88.75	42.82	43.22
	{Añasco.....	47.63		42.68		89.52		42.42	
	{Maricao.....	46.91	48.09	41.26	39.81	88.36	82.50	42.29	41.45
13	{Aguadilla.....	46.77		39.37		84.38		40.76	
	{Aguada.....	46.16	48.09	39.48	40.32	83.47	87.03	42.66	42.37
	{Isabela.....	52.32		41.02		78.08		42.29	
14	{San Sebastian.....	47.08	46.82	40.63	40.32	87.80	87.03	42.06	42.37
	{Lares.....	47.64		41.72		88.74		42.53	
	{Las Marias.....	45.03	49.33	37.57	41.91	84.23	86.04	42.70	42.12
15	{Utuado.....	50.18		42.06	40.33	85.43	84.48	41.77	42.28
	{Adjuntas.....	48.32	47.74	41.75		86.69		42.83	
16	{Arecibo.....	47.66		41.18	45.03	86.57	83.84	42.37	42.78
	{Camuy.....	47.99		38.73		78.38		42.06	
17	{Manati.....	53.35	54.62	46.36	44.38	87.39	84.44	42.89	42.97
	{Ciales.....	52.32		42.06		81.54		42.84	
	{Morovis.....	54.62	53.36	46.05	37.29	82.53	84.79	42.22	41.88
18	{Toa Alta.....	55.19		44.54	41.26	80.61	86.06	43.37	
	{Vega Baja.....	51.37		45.48		88.56		42.56	
19	Bayamon.....	44.08	44.08	37.29	37.29	84.79	84.79	41.88	41.88
	Total.....		47.59		41.26		86.06		42.34

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

Locality.	Average daily enrollment per school.		Average daily attendance per school.		Average number days actual teaching per school.	
	High schools.	Industrial schools.	High schools.	Industrial schools.	High schools.	Industrial schools.
San Juan.....	44.47	105.29	42.93	94.20	42.00	44.00
Guayama.....		65.19		58.54		44.00
Ponce.....	31.02	128.00	29.70	123.70	44.00	44.00
Mayaguez.....	20.68	86.48	19.18	67.17	44.00	44.00
Arecibo.....		106.00		95.18		44.00
Island.....	31.87	99.11	30.42	88.67	43.33	44.00

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (NIGHT).

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
San Juan.....	33.76	29.49	43.25	Sabana Grande....	56.59	50.43	44.00
Carolina.....	31.60	23.65	43.00	District.....	45.33	39.04	43.66
Rio Grande.....	28.00	23.26	42.00	San German.....	26.81	16.86	44.00
District.....	29.82	23.46	42.50	Lajas.....	22.91	17.57	44.00
Fajardo.....	45.60	36.23	40.00	District.....	23.74	16.48	44.00
Naguabo.....	37.00	35.20	40.00	Mayaguez.....	42.14	37.90	44.00
District.....	40.13	35.71	40.00	Añasco.....	40.00	35.09	43.00
Humacao.....	31.00	23.74	43.00	District.....	41.08	36.50	43.50
Caguas.....	36.14	26.30	43.00	Aguadilla.....	39.14	31.07	44.00
San Lorenzo.....	30.00	20.69	39.00	San Sebastian.....	46.05	36.45	40.00
District.....	33.22	23.63	41.00	Lares.....	40.64	28.61	44.00
Guayama.....	57.24	48.88	41.00	District.....	43.43	32.34	42.00
Cayey.....	40.00	36.89	38.00	Utua.....	43.00	28.47	43.00
District.....	48.06	43.11	39.50	Arecibo.....	36.29	29.90	41.00
Aibonito.....	18.00	17.75	41.00	Manati.....	25.00	16.25	44.00
Coamo.....	25.88	24.18	44.00	Toa Alta.....	29.79	22.44	43.00
Juana Diaz.....	37.00	31.70	44.00	Bayamon.....	24.40	18.93	42.00
District.....	31.46	27.94	44.00	Island.....	35.04	28.76	42.22
Ponce.....	31.56	27.03	42.40				
Yauco.....	39.63	33.28	43.50				

SPECIAL SCHOOLS (AGRICULTURAL).

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
Carolina.....	40.00	33.27	44.00	Cabo Rojo.....	45.85	42.47	44.00
Guayama.....	39.59	31.95	44.00	Camuy.....	47.97	38.97	42.00
Barros.....	42.56	38.91	42.00	Toa Alta.....	53.70	48.31	44.00
Ponce.....	41.00	39.77	44.00	Bayamon.....	49.75	43.00	44.00
Sabana Grande.....	52.00	49.49	43.00	Total.....	46.37	41.42	43.36
Lajas.....	54.77	50.45	44.00				

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
High schools.....	3,954.0	130.0	31.87	30.42	43.33
Industrial.....	19,308.0	220.0	99.11	88.67	44.00
Night.....	44,004.0	1,530.0	35.04	78.76	42.22
Agricultural.....	19,768.0	477.0	46.37	41.42	43.36
Island.....	87,034.0	2,357.0	43.05	32.64	42.86
Common schools, island.....	1,759,277.5	42,635.0	47.59	41.26	42.34
All schools, island.....	1,846,311.5	44,992.0	45.32	36.95	42.60

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

School year, 1904-5.									
COMMON SCHOOLS.									
School district.	Locality.	Average daily enrollment per school.		Average daily attendance per school.		Per cent attendance.		Average number days actual teaching per school.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.	Municipality.	District.
1	{San Juan.....	40.09	40.61	32.66	37.08	90.89	89.05	169.19	167.35
	{Rio Piedras.....	46.30		40.68		87.41		158.25	
2	{Carolina.....	48.74	52.09	41.33	46.43	84.79	91.05	156.73	154.83
	{Rio Grande.....	55.01		50.84		92.42		153.23	
3	{Fajardo.....	50.02	50.07	44.35	44.15	87.76	87.58	152.48	149.75
	{Naguabo.....	52.85		47.25		89.12		145.83	
	{Vieques.....	47.85		41.03		85.66		151.28	
	{Culebra.....								
4	{Humacao.....	46.29	48.12	39.32	41.47	84.91	85.88	147.16	150.99
	{Yabucoa.....	48.09		43.77		91.34		158.33	
	{Patillas.....	54.14		43.22		81.64		147.14	
5	{Caguas.....	47.15	46.10	40.73	37.70	87.13	84.04	165.47	155.93
	{San Lorenzo.....	44.70		35.47		80.29		143.26	
	{Aguas Buenas.....	43.54		37.02		86.59		148.71	
6	{Guayama.....	49.84	48.07	40.35	42.14	86.61	87.64	165.19	160.11
	{Cayey.....	45.85		40.68		88.52		154.27	
7	{Aibonito.....	44.63	45.45	40.37	40.65	90.70	89.44	163.27	156.48
	{Comerio.....	44.48		39.53		88.18		143.69	
	{Barros.....	46.70		41.93		90.61		160.61	
8	{Coamo.....	52.19	50.89	46.72	44.92	89.01	88.05	166.48	158.21
	{Juana Diaz.....	49.03		42.59		87.66		151.29	
	{Santa Isabel.....	47.71		41.36		86.27		149.44	
9	Ponce.....	43.39	43.39	39.20	39.20	90.34	90.34	162.98	162.98
10	{Yauco.....	49.01	48.78	43.59	43.43	88.74	88.96	149.84	156.62
	{Sabana Grande.....	48.38		43.12		89.20		169.27	
11	{San German.....	46.08	48.02	40.07	42.06	86.99	88.05	166.72	164.37
	{Lajas.....	50.63		43.75		87.84		167.87	
	{Cabo Rojo.....	49.29		43.91		89.24		164.25	
12	{Mayaguez.....	46.93	46.11	41.65	40.85	88.45	88.73	166.76	166.51
	{Añasco.....	46.91		41.26		87.87		169.87	
	{Maricao.....	39.34		35.12		90.05		156.87	
13	{Aguadilla.....	46.54	47.96	37.55	39.53	80.64	83.92	163.98	161.61
	{Aguada.....	45.92		39.43		86.18		143.14	
	{Isabela.....	52.63		44.26		83.94		170.29	
14	{San Sebastian.....	50.15	45.08	42.67	38.12	86.74	84.65	154.11	168.64
	{Lares.....	43.41		36.87		85.06		139.25	
	{Las Marias.....	39.35		32.62		80.03		171.70	
15	{Utuado.....	49.61	48.22	41.39	40.85	83.57	87.72	167.90	164.39
	{Adjuntas.....	45.61		39.88		91.25		164.08	
16	{Arecibo.....	48.91	49.35	42.34	42.26	86.55	85.34	159.05	162.02
	{Camuy.....	50.06		40.21		84.17		167.00	
17	{Manatí.....	52.37	52.33	45.82	45.38	86.25	85.99	166.25	162.81
	{Ciales.....	51.69		45.02		87.23		156.00	
	{Morovis.....	53.09		44.79		84.16		164.22	
18	{Toa Alta.....	51.79	51.66	44.15	44.51	85.21	86.34	153.37	158.42
	{Vega Baja.....	51.23		44.88		87.12		163.97	
19	{Bayamon.....	45.67	45.67	38.13	38.13	83.81	83.81	160.06	160.06
	Total.....		47.29		41.27		86.90		158.88

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

Locality.	Average daily enrollment per school.		Average daily attendance per school.		Average number days actual teaching per school.	
	High schools.	Industrial schools.	High schools.	Industrial schools.	High schools.	Industrial schools.
San Juan.....	47.44	120.27	46.24	109.62	171	173
Guayama.....		84.77		74.13		167
Ponce.....	37.82	129.74	35.67	120.45	173	173
Mayaguez.....	26.61	91.21	24.48	75.30	173	174
Arecibo.....		113.25		96.15		175
Island.....	39.20	108.29	35.42	97.74	172.33	172.40

SPECIAL SCHOOLS (NIGHT SCHOOLS).

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
San Juan.....	34.89	31.17	130.00	San German.....	35.50	22.46	154.00
Carolina.....	34.71	27.32	83.00	Lajas.....	24.15	18.00	155.00
Río Grande.....	31.91	27.67	146.00	District.....	29.81	20.22	154.50
District.....	33.19	27.32	114.50	Mayaguez.....	36.28	30.80	155.00
Fajardo.....	43.35	34.69	130.00	Añasco.....	37.74	32.26	155.00
Naguabo.....	36.01	33.48	154.00	District.....	37.01	31.53	155.00
District.....	39.40	34.03	142.00	Aguadilla.....	39.98	29.99	153.00
Humacao.....	42.07	26.82	150.00	San Sebastian.....	43.75	33.85	163.00
Caguas.....	33.88	25.46	150.00	Lares.....	43.05	29.68	151.00
San Lorenzo.....	27.04	20.69	39.00	District.....	43.41	31.95	157.00
District.....	32.46	24.53	94.50	Utuado.....	49.99	34.32	148.00
Guayama.....	59.33	47.63	151.00	Adjuntas.....	59.00	40.00	10.00
Cayey.....	42.99	38.26	146.00	District.....	50.56	35.20	79.00
District.....	51.30	43.03	148.50	Arecibo.....	36.57	30.45	80.00
Aibonito.....	18.98	18.67	81.00	Manati.....	36.27	27.20	147.00
Coamo.....	31.93	27.26	149.00	Toa Alta.....	35.93	29.67	85.00
Juana Díaz.....	39.00	33.71	170.00	Bayamon.....	34.03	23.00	156.00
District.....	35.70	30.78	159.50	Island.....	38.52	30.91	134.73
Ponce.....	33.47	29.17	151.40				
Yauco.....	47.86	37.05	145.00				
Sabana Grande.....	53.42	48.69	157.00				
District.....	49.85	41.13	151.00				

TABLE II.—Average daily enrollment, average daily attendance, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (AGRICULTURAL).

Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.	Locality.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
Carolina.....	43.21	33.72	171.00	Cabo Rojo.....	50.77	45.93	172.00
Guayama.....	42.41	33.21	172.00	Camuy.....	46.01	38.81	171.00
Barros.....	47.18	42.75	164.50	Toa Alta.....	56.92	50.27	172.00
Ponce.....	36.52	34.40	168.00	Bayamon.....	49.89	44.39	172.00
Sabana Grande.....	47.25	44.13	171.00	Island.....	47.13	41.43	169.91
Lajas.....	50.35	45.01	171.00				

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average daily enrollment per school.	Average daily attendance per school.	Average number days actual teaching per school.
High schools.....	18,315	517	39.20	35.42	172.33
Industrial.....	82,248.5	862	108.29	97.74	172.40
Night.....	154,105	4,985	38.52	30.91	134.73
Agricultural.....	77,424	1,869	47.13	41.43	169.91
Island.....	332,092.5	8,233	47.70	40.34	147.02
Common schools, island.....	6,899,943.5	167,203.5	47.29	41.27	158.88
All schools, island.....	7,232,036	175,436.5	47.49	40.81	152.95

TABLE III.—Average number of pupils taught each day, common schools and special schools, by municipalities and school districts and for the island, showing the averages for the common schools and for each class of special schools, and total averages for the same for the island.

First term, 1904-5.

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Locality.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural.	
		Municipality.	District.			Municipality.	District.	Municipality.	District.
1	{San Juan.....	2,401.20	2,937.30	48.87	118.13	100.91	100.91	.....	.....
	{Rio Piedras.....	536.10		.....	.....	.....		.....	
2	{Carolina.....	914.59	2,218.83	.....	.....	.....	38.69	35.81	35.81
	{Rio Grande.....	1,304.24		.....	.....	38.69		.....	
3	{Fajardo.....	984.85	1,741.76	.....	.....	34.69	67.04	.....	.....
	{Naguabo.....	370.28		.....	.....	32.35		.....	
	{Vieques.....	335.75	1,588.80	.....	.....	.....	32.66	.....	.....
	{Culebra.....	50.88		.....	.....	.....		.....	
4	{Humacao.....	725.80	1,588.80	.....	.....	32.66	32.66	.....	.....
	{Yabucoa.....	609.24		.....	.....	.....		.....	
	{Patillas.....	253.76	2,063.63	.....	.....	.....	50.40	.....	.....
5	{Caguas.....	1,197.00		.....	.....	26.52		.....	
	{San Lorenzo.....	600.03	1,936.86	.....	88.06	23.88	90.60	.....	30.50
	{Aguas Buenas.....	266.60		.....	.....	41.20		30.50	
6	{Guayama.....	1,158.59	1,642.53	.....	.....	.....	73.97	.....	.....
	{Cayey.....	778.27		.....	.....	.....		.....	
7	{Aibonito.....	527.36	2,273.69	.....	.....	.....	140.89	.....	.....
	{Comerio.....	418.85		.....	.....	.....		.....	
	{Barros.....	696.32	2,887.33	.....	.....	.....	140.89	87.96	87.96
8	{Coamo.....	1,142.30		.....	.....	37.60		.....	
	{Juana Diaz.....	758.70	2,887.33	.....	.....	36.37	73.97	.....	.....
	{Santa Isabel.....	372.69		.....	.....	.....		.....	
9	{Ponce.....	2,887.33	1,678.26	39.79	109.44	140.89	129.54	24.16	24.16
10	{Yauco.....	1,071.27		.....	.....	84.90		.....	
	{Sabana Grande.....	606.99	2,358.18	.....	.....	44.64	52.69	36.61	36.61
11	{San German.....	1,031.24		.....	.....	29.28		.....	
	{Lajas.....	432.18	2,834.94	.....	.....	23.41	59.37	39.08	39.08
	{Cabo Rojo.....	894.76		.....	.....	.....		50.19	
12	{Mayaguez.....	1,804.76	2,326.34	29.52	92.89	27.43	33.62	.....	.....
	{Añasco.....	815.40		.....	.....	31.94		.....	
	{Maricao.....	214.78	1,342.24	.....	.....	.....	59.74	.....	.....
13	{Aguadilla.....	1,294.89		.....	.....	33.62		.....	
	{Aguada.....	382.18	1,765.58	.....	.....	.....	87.50	.....	.....
	{Isabela.....	649.27		.....	.....	.....		.....	
14	{San Sebastian.....	658.38	2,805.71	.....	.....	35.32	46.02	.....	.....
	{Lares.....	449.00		.....	.....	24.42		.....	
	{Las Marias.....	234.86	1,860.27	.....	99.06	.....	46.02	.....	.....
15	{Utua.....	1,198.70		.....	.....	39.50		.....	
	{Adjuntas.....	566.88	1,787.04	.....	.....	48.00	35.68	.....	.....
16	{Arecibo.....	1,802.94		.....	.....	.....		.....	
	{Camuy.....	1,002.77	1,860.27	.....	.....	.....	46.02	38.09	38.09
17	{Manati.....	988.24		.....	.....	46.02		.....	
	{Ciales.....	500.97	1,787.04	.....	.....	.....	46.02	.....	.....
	{Morovis.....	371.06		.....	.....	.....		.....	
18	{Toa Alta.....	893.27	2,172.41	.....	.....	.....	35.68	52.20	52.20
	{Vega Baja.....	893.77		.....	.....	.....		.....	
19	{Bayamon.....	2,172.41	2,172.41	.....	.....	35.68	35.68	44.46	44.46
	Total.....	40,221.70	40,221.70	118.18	505.58	.....	1,099.32	439.06	439.06

TABLE III.—Average number of pupils taught each day, common schools and special schools, by municipalities and school districts and for the island, showing the averages for the common schools and for each class of special schools, and total averages for the same for the island—Continued.

Second term, 1904-5.

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Locality.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural.	
		Municipality.	District.			Municipality.	District.	Municipality.	District.
1	San Juan	2,310.48	2,881.76	45.58	113.61	125.80	125.80		32.04
	Rio Piedras	571.28		.....	.....	.....		.....	
2	Carolina	893.08	2,112.75			31.28	54.33	32.04	32.04
	Rio Grande	1,219.67		.....	.....	23.05		.....	
3	Fajardo	1,132.11	1,996.62			33.33	66.56		32.04
	Naguabo	440.76		.....	.....	33.23		.....	
	Vieques	392.31		.....	.....	.....		.....	
	Culebra	31.44		.....	.....	.....		.....	
4	Humacao	848.10	1,786.05			24.45	24.45		36.59
	Yabucoa	648.80		.....	.....	.....		.....	
	Yabillas	289.15		.....	.....	.....		.....	
5	Caguas	1,277.71	2,142.98			24.14	43.57		36.59
	San Lorenzo	611.47		.....	.....	19.43		.....	
	Aguas Buenas	253.80		.....	.....	.....		.....	
6	Guayama	1,264.58	2,278.22		72.47	42.65	79.69	36.59	36.59
	Cayey	1,013.64		.....	.....	37.04		.....	
7	Aibonito	548.78	1,834.98			19.62	19.62		87.32
	Comerio	521.32		.....	.....	.....		87.32	
	Barros	764.88		.....	.....	.....		.....	
8	Coamo	1,190.55	2,415.70			22.98	55.61		39.58
	Juana Diaz	844.42		.....	.....	32.63		.....	
	Santa Isabel	380.73		.....	.....	.....		.....	
9	Ponce	3,760.55	3,760.55	35.79	128.20	155.40	155.40	39.58	39.58
10	Yauco	1,149.56	1,818.18			69.69	120.11		47.55
	Sabana Grande	668.62		.....	.....	50.42		47.55	
11	San German	1,100.58	2,456.45			21.42	38.99		90.99
	Lajas	486.96		.....	.....	17.57		46.75	
	Cabo Rojo	868.91		.....	.....	.....		44.24	
12	Mayaguez	1,811.14	2,939.49	23.26	79.12	28.39	59.31		39.58
	Añasco	819.00		.....	.....	30.92		.....	
	Maricao	309.35		.....	.....	.....		.....	
13	Aguadilla	1,280.78	2,301.35			26.34	26.34		39.58
	Aguada	400.00		.....	.....	.....		.....	
	Isabela	620.57		.....	.....	.....		.....	
14	San Sebastian	733.38	1,752.51			30.65	64.60		39.58
	Lares	639.85		.....	.....	33.95		.....	
	Las Marias	379.28		.....	.....	.....		.....	
15	Utua	1,292.20	2,021.82			35.04	35.04		39.58
	Adjuntas	729.62		.....	.....	.....		.....	
16	Arecibo	1,760.33	2,734.09		94.10	31.02	31.02	39.34	39.34
	Camuy	973.76		.....	.....	.....		.....	
17	Manati	1,013.88	2,106.23			19.64	19.64		50.38
	Ciales	670.18		.....	.....	.....		.....	
	Morovis	422.17		.....	.....	.....		.....	
18	Toa Alta	909.20	1,808.56			37.07	37.07	50.38	50.38
	Vega Baja	899.36		.....	.....	.....		.....	
19	Bayamon	2,197.23	43,345.52			16.37	1,073.52	45.25	45.25
	Total .....	.....		104.63	487.50	.....		.....	

TABLE III.—Average number of pupils taught each day, common schools and special schools, by municipalities and school districts and for the island, showing the averages for the common schools and for each class of special schools and total averages for the same for the island—Continued.

Third term, 1904-5.

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Locality.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural.	
		Municipality.	District.			Municipality.	District.	Municipality.	District.
1	{San Juan.....	2,133.53	2,664.01	42.93	94.12	117.77	117.77	.....	33.27
	{Rio Piedras.....	530.48		.....	.....	.....		.....	
2	{Carolina.....	824.12	1,900.68	.....	.....	24.35	47.61	33.27	33.27
	{Rio Grande.....	1,076.56		.....	.....	23.26		.....	
3	{Fajardo.....	1,101.53	1,885.01	.....	.....	36.23	71.43	.....	33.27
	{Naguabo.....	395.54		.....	.....	35.20		.....	
	{Vieques.....	387.94	1,744.94	.....	.....	.....	23.74	.....	33.27
	{Culebra.....	.....		.....	.....	.....		.....	
4	{Humacao.....	832.28	1,744.94	.....	.....	23.74	23.74	.....	33.27
	{Yabucoa.....	651.04		.....	.....	.....		.....	
	{Patillas.....	261.62	2,056.60	.....	.....	.....	46.99	.....	31.95
5	{Caguas.....	1,233.37		.....	.....	26.30		.....	
	{San Lorenzo.....	572.59	2,215.14	.....	.....	20.69	85.77	.....	31.95
	{Aguas Buenas.....	250.64		.....	.....	.....		.....	
6	{Guayama.....	1,207.35	2,215.14	.....	58.56	48.88	85.77	31.95	31.95
	{Cayey.....	1,007.79		.....	.....	36.89		.....	
7	{Aibonito.....	500.41	1,629.08	.....	.....	17.75	17.75	.....	87.81
	{Comerio.....	417.71		.....	.....	.....		.....	
	{Barros.....	710.96	2,238.43	.....	.....	.....	55.88	87.81	87.81
8	{Coamo.....	1,166.65		.....	.....	24.18		.....	
	{Juana Diaz.....	757.06	3,700.64	.....	.....	31.70	136.53	.....	39.77
	{Santa Isabel.....	314.72		.....	.....	.....		.....	
9	{Ponce.....	3,700.64	3,700.64	29.70	123.70	136.53	136.53	39.77	39.77
10	{Yauco.....	1,122.05	1,758.85	.....	.....	66.44	116.87	.....	49.49
	{Sabana Grande.....	636.80		.....	.....	50.43		49.49	
11	{San German.....	1,045.85	2,378.55	.....	.....	16.84	34.41	.....	92.92
	{Lajas.....	486.29		.....	.....	17.57		50.45	
	{Cabo Rojo.....	846.41	2,985.98	.....	.....	.....	72.99	42.47	92.92
12	{Mayaguez.....	1,843.44		19.17	67.07	37.90		.....	
	{Añasco.....	853.80	2,230.58	.....	.....	35.09	31.07	.....	31.07
	{Maricao.....	288.74		.....	.....	.....		.....	
13	{Aguadilla.....	1,300.99	1,775.51	.....	.....	31.07	65.06	.....	31.07
	{Aguada.....	355.20		.....	.....	.....		.....	
	{Isabela.....	574.39	1,929.06	.....	.....	.....	28.47	.....	28.47
14	{San Sebastian.....	732.60		.....	.....	36.45		.....	
	{Lares.....	667.19	1,775.51	.....	.....	28.61	28.47	.....	28.47
	{Las Marias.....	375.72		.....	.....	.....		.....	
15	{Utua.....	1,260.70	1,929.06	.....	.....	28.47	28.47	.....	28.47
	{Adjuntas.....	668.36		.....	.....	.....		.....	
16	{Arecibo.....	1,770.73	2,670.82	.....	95.18	29.90	29.90	.....	38.97
	{Camuy.....	900.09		.....	.....	.....		38.97	
17	{Manati.....	1,020.14	1,982.81	.....	.....	16.25	16.25	.....	16.25
	{Ciales.....	549.61		.....	.....	.....		.....	
	{Morovis.....	413.06	1,754.42	.....	.....	.....	22.44	.....	22.44
18	{Toa Alta.....	890.40		.....	.....	22.44		48.31	48.31
	{Vega Baja.....	864.02	2,045.15	.....	.....	.....	18.93	.....	
19	{Bayamon.....	2,045.15		.....	.....	18.93	18.93	43.00	43.00
	Total.....	41,546.26	41,546.26	91.80	438.63	.....	1,039.86	.....	465.49

TABLE III.—Average number of pupils taught each day, common schools and special schools, by municipalities and school districts and for the island, showing the averages for the common schools and for each class of special schools and total averages for the same for the island—Continued.

School year, 1904-5.

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Locality.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural.	
		Municipality.	District.			Municipality.	District.	Municipality.	District.
1	{San Juan.....	2,326.24	2,896.10	46.24	109.62	126.29	126.29		
	{Rio Piedras.....	569.86							
2	{Carolina.....	907.28	2,237.10			27.32	54.99	33.72	33.72
	{Rio Grande.....	1,329.82				27.67			
3	{Fajardo.....	1,110.65	1,982.38			34.69	68.17		
	{Naguabo.....	425.49				33.48			
	{Vieques.....	446.24	1,826.09				26.82		
	{Culebra.....								
4	{Humacao.....	865.81	1,826.09			26.82	26.82		
	{Yabucoa.....	656.82							
	{Patillas.....	303.46	2,182.73				46.50		
5	{Caguas.....	1,261.83				25.46			
	{San Lorenzo.....	663.85	2,182.73			21.04	46.50		
	{Aguas Buenas.....	257.05							
6	{Guayama.....	1,212.03	2,187.45		74.13	47.63	85.89	33.21	33.21
	{Cayey.....	975.42				38.26			
7	{Aibonito.....	525.16	1,786.89			18.67	18.67		85.54
	{Comerio.....	506.87						85.54	
	{Barros.....	754.86	2,372.84				60.97		
8	{Coamo.....	1,168.25				27.26			
	{Juana Diaz.....	835.84	3,489.15			33.71	145.44		34.40
	{Santa Isabel.....	368.75						34.40	
9	{Ponce.....	3,489.15	1,868.82	35.67	120.45	145.44	121.33		44.13
10	{Yauco.....	1,221.50				72.64			
	{Sabana Grande.....	647.32	2,440.71			48.69	40.46	44.13	90.94
11	{San German.....	1,081.63				22.46			
	{Lajas.....	481.58	2,440.71			18.00	40.46	45.01	90.94
	{Cabo Rojo.....	877.50						45.93	
12	{Mayaguez.....	1,831.00	2,932.53	24.48	75.30	30.80	63.06		
	{Añasco.....	819.80				32.26			
	{Maricao.....	281.73	2,330.46			29.99	29.99		
13	{Aguadilla.....	1,277.38							
	{Aguada.....	433.41	1,679.06				63.53		
	{Isabela.....	619.67							
14	{San Sebastian.....	765.18	1,915.03			33.85	82.32		
	{Lares.....	587.76				29.68			
	{Las Marias.....	326.12	2,791.25		96.15		30.45		38.87
15	{Utua.....	1,235.90				34.32	30.45		
	{Adjuntas.....	679.13	1,985.81			48.00			
16	{Arecibo.....	1,822.27				30.45	27.20		
	{Camuy.....	968.98	1,985.81						
17	{Manati.....	995.24				27.20	27.20		
	{Ciales.....	587.36	1,872.10						
	{Morovis.....	403.21					59.51	50.27	50.27
18	{Toa Alta.....	975.64	2,212.77			59.51			
	{Vega Baja.....	896.46				23.00	23.00	44.39	44.39
19	{Bayamon.....	2,212.77	2,212.77						
	Total.....		42,980.27	106.39	475.65		1,174.59		455.47

TABLE IV.—Table showing per cent increase in average enrollment per school and average daily attendance per school by municipality and district, school years 1903-4 and 1904-5.

School year 1904-5.

COMMON SCHOOLS.

School district.	Locality.	Average enrollment per school.			Average daily attendance per school.		
		1904-5.	1903-4.	Increase (+) or decrease (-).	1904-5.	1903-4.	Increase (+) or decrease (-).
1	San Juan.....	52.00	50.87	+ 0.02	32.66	33.29	-0.01
	Rio Piedras.....	62.22	61.29	+ .02	40.68	37.86	+ .07
	District.....	53.83	48.98	+ .09	37.08	34.03	+ .08
2	Carolina.....	61.25	59.48	+ .03	41.33	39.46	+ .07
	Rio Grande.....	64.66	64.77	- .002	50.84	46.26	+ .09
	District.....	62.98	61.00	+ .07	46.43	43.06	+ .07
3	Fajardo.....	63.56	61.70	+ .05	44.35	44.30	+ .001
	Naguabo.....	67.55	64.00	+ .05	47.25	44.61	+ .06
	Vieques.....	62.34	66.40	- .08	41.03	36.76	+ .11
	Culebra.....						
	District.....	64.36	60.43	+ .06	44.15	42.64	+ .03
4	Humacao.....	57.19	57.00	+ .003	39.32	36.02	+ .08
	Yabucoa.....	57.20	50.13	+ .11	43.77	45.08	- .03
	Patillas.....	63.28	50.00	+ .21	43.22	32.40	+ .25
	District.....	58.16	53.27	+ .09	41.47	38.52	+ .07
5	Caguas.....	61.50	61.76	- .004	40.73	38.37	+ .06
	San Lorenzo.....	55.84	58.24	- .04	35.47	33.02	+ .07
	Aguas Buenas.....	55.15	56.57	- .03	37.02	35.60	+ .04
	District.....	58.73	58.80	- .01	37.70	36.26	+ .04
6	Guayama.....	63.89	60.43	+ .06	40.35	44.55	- .09
	Caye.....	63.96	60.28	+ .06	40.68	37.60	+ .08
	District.....	63.90	60.36	+ .06	42.14	39.24	+ .07
7	Aibonito.....	60.77	61.31	- .01	40.37	37.95	+ .06
	Comerio.....	53.38	48.42	+ .09	39.53	39.53	+ .02
	Barros.....	56.77	51.90	+ .09	41.93	39.15	+ .07
	District.....	56.95	53.63	+ .06	40.65	38.62	+ .05
8	Coamo.....	62.28	61.87	+ .01	46.72	43.83	+ .08
	Juana Diaz.....	59.95	63.50	- .06	42.59	44.38	- .04
	Santa Isabel.....	64.00	65.87	- .02	41.36	40.14	+ .03
	District.....	61.73	63.10	- .02	44.92	43.54	+ .03
9	Ponce.....	65.89	49.76	+ .24	39.20	36.47	+ .07
10	Yauco.....	60.78	53.27	+ .12	43.59	38.37	+ .10
	Sabana Grande.....	62.07	52.27	+ .16	43.12	42.53	+ .01
	District.....	61.26	52.93	+ .14	43.43	39.92	+ .08
11	San German.....	58.37	54.32	+ .07	40.07	35.96	+ .11
	Lajas.....	69.64	59.00	+ .15	43.75	41.43	+ .05
	Cabo Rojo.....	63.30	66.59	- .05	43.91	40.66	+ .07
	District.....	62.22	59.23	+ .05	42.06	37.86	+ .10
12	Mayaguez.....	70.20	62.10	+ .12	41.65	33.39	+ .20
	Añasco.....	72.15	53.58	+ .26	41.26	35.83	+ .13
	Maricao.....	62.87	64.71	- .03	35.12	32.35	+ .08
	District.....	72.71	60.16	+ .17	40.85	33.91	+ .17
13	Aguadilla.....	60.47	58.81	+ .03	37.55	35.71	+ .05
	Aguada.....	56.00	49.90	+ .11	39.43	28.51	+ .27
	Isabela.....	59.29	69.71	- .15	44.26	41.34	+ .07
	District.....	59.37	59.94	- .01	39.53	35.85	+ .09

TABLE IV.—Table showing per cent increase in average enrollment per school and average daily attendance per school by municipality and district, school years 1903-4 and 1904-5—Continued.

COMMON SCHOOLS—Continued.

School district.	Locality.	Average enrollment per school.			Average daily attendance per school.		
		1904-5.	1903-4.	Increase (+) or decrease (-).	1904-5.	1903-4.	Increase (+) or decrease (-).
14	San Sebastian.....	60.61	62.77	— .03	42.67	36.06	+ .15
	Lares.....	65.81	62.19	+ .06	36.87	35.06	+ .04
	Las Marias.....	63.60	56.55	+ .11	32.62	26.24	+ .19
	District.....	63.19	61.00	+ .03	38.12	33.22	+ .13
15	Utua.....	62.10	61.10	+ .02	41.39	35.49	+ .14
	Adjuntas.....	61.35	56.25	+ .08	39.88	35.34	+ .11
	District.....	61.83	59.38	+ .04	40.85	35.44	+ .13
16	Arecibo.....	62.49	54.16	+ .13	42.34	37.15	+ .12
	Camuy.....	62.69	59.75	+ .05	40.21	44.45	— .10
	District.....	62.58	54.52	+ .13	42.26	39.83	+ .06
17	Manati.....	61.32	65.83	— .07	45.82	43.02	+ .06
	Ciales.....	63.92	69.50	— .08	45.02	35.12	+ .23
	Morovis.....	63.44	65.44	— .03	44.79	41.83	+ .07
	District.....	64.79	66.98	— .03	45.38	40.26	+ .22
18	Toa Alta.....	63.50	62.60	+ .01	44.15	38.15	+ .14
	Vega Baja.....	67.75	60.10	+ .11	44.88	39.62	+ .11
	District.....	65.52	61.35	+ .06	44.51	39.15	+ .22
19	Bayamon.....	57.25	56.04	+ .02	38.13	33.86	+ .11
	Total.....	61.26	56.65	+ .08	41.27	37.75	+ .09

SPECIAL SCHOOLS (ISLAND).

High schools.....	50.33	37.33	+0.26	35.42	28.84	+0.19
Industrial.....	159.00	151.00	+ .05	97.74	89.97	+ .08
Night.....	73.65	67.15	+ .09	30.91	30.48	+ .01
Agricultural.....	61.09	60.93	+ .01	41.43	36.24	+ .03
Island.....	77.55	69.26	+ .11	40.34	37.01	+ .08

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Color and locality	Males.			Females.			Total graded.	Total rural.	Total.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
14	WHITE—continued.									
	San Sebastian	180	449	629	151	228	379	331	677	1,008
	Lares	203	406	609	140	229	367	343	635	978
	Las Marias	57	265	322	52	173	225	109	438	547
15	District	440	1,120	1,560	343	630	973	783	1,750	2,533
	Utua.....	278	774	1,052	246	430	676	524	1,204	1,728
	Adjuntas.....	235	334	569	186	218	404	421	552	973
16	District	513	1,108	1,621	432	648	1,080	945	1,756	2,701
	Arecibo.....	436	665	1,101	461	443	904	897	1,108	2,005
	Camuy.....	394	450	844	312	189	501	706	639	1,345
17	District	830	1,115	1,945	773	632	1,405	1,603	1,747	3,350
	Manati.....	253	370	623	190	239	429	443	609	1,052
	Ciales.....	188	357	545	153	182	335	341	539	880
18	Morovis.....	83	297	380	45	103	148	128	400	528
	District	524	1,024	1,548	388	524	912	912	1,548	2,460
	Toa Alta.....	225	370	595	193	237	430	418	607	1,025
19	Vega Baja.....	332	301	633	292	196	488	624	497	1,121
	District	557	671	1,228	485	433	918	1,042	1,104	2,146
	Bayamon.....	465	723	1,188	398	509	907	863	1,232	2,095
Total white...		12,220	15,688	27,908	10,637	9792	20,429	22,857	25,480	48,337
1	COLORED.									
	San Juan.....	466	151	617	491	110	601	957	261	1,218
	Rio Piedras.....	82	116	198	54	96	150	136	212	348
	District	548	267	815	545	206	751	1,093	473	1,566
2	Carolina.....	80	186	266	79	132	211	159	318	477
	Rio Grande.....	108	341	449	113	220	333	221	561	782
	District	188	527	715	192	352	544	380	879	1,259
3	Fajardo.....	146	79	225	161	52	213	307	131	438
	Naguabo.....	18	66	84	13	67	80	31	133	164
	Vieques.....	37	88	125	48	39	87	85	127	212
	Culebra.....									
4	District	201	233	434	222	158	380	423	391	814
	Humacao.....	70	65	135	55	44	99	125	109	234
	Yabucoa.....	70	138	208	50	80	130	120	218	338
	Patillas.....	14	68	82	20	45	65	34	113	147
5	District	154	271	425	125	169	294	279	440	719
	Caguas.....	133	197	330	93	133	226	226	330	556
	San Lorenzo.....	47	82	129	40	39	79	87	121	208
	Agua Buenas.....	14	26	40	8	10	18	22	36	58
6	District	194	305	499	141	182	323	335	487	822
	Guayama.....	292	202	494	263	88	351	555	290	845
	Cayey.....	85	98	183	79	44	123	164	142	306
	District	377	300	677	342	132	474	719	432	1,151
7	Albonito.....	52	52	104	24	18	42	76	70	146
	Comerio.....	40	24	64	36	12	48	76	36	112
	Barros.....	35	43	78	18	14	32	53	57	110
	District	127	119	146	78	44	122	205	163	368

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Color and locality.	Males.			Females.			Total graded.	Total rural.	Total.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
	COLORED—continued.									
8	Coamo.....	154	142	296	120	83	203	274	225	499
	Juana Diaz.....	60	121	181	71	59	130	131	180	311
	Santa Isabel.....	48	70	118	51	60	111	99	130	229
	District.....	262	333	595	242	202	444	504	535	1,039
9	Ponce.....	605	416	1,021	443	340	783	1,048	756	1,804
10	Yauco.....	150	129	279	95	51	146	245	180	425
	Sabana Grande.....	28	34	62	26	15	41	54	49	103
	District.....	178	163	341	121	66	187	299	229	528
11	San German.....	140	118	258	90	90	180	230	208	438
	Lajas.....	13	35	48	7	28	35	20	63	83
	Cabo Rojo.....	31	69	100	22	56	78	53	125	178
	District.....	184	222	406	119	174	293	303	396	699
12	Mayaguez.....	273	167	440	239	156	395	512	323	835
	Añasco.....	92	54	146	83	85	168	175	139	314
	Maricao.....	28	59	87	15	40	55	43	99	142
	District.....	393	280	673	337	281	618	730	561	1,291
13	Aguadilla.....	118	126	244	134	79	213	252	205	457
	Aguada.....	39	33	72	26	35	61	65	68	133
	Isabela.....	14	24	38	13	21	34	27	45	72
	District.....	171	183	354	173	135	308	344	318	662
14	San Sebastian.....	29	21	50	19	14	33	48	35	83
	Lares.....	24	17	41	24	10	34	48	27	75
	Las Marias.....	2	54	56	5	28	33	7	82	89
	District.....	55	92	147	48	52	100	103	144	247
15	Utuado.....	44	43	87	27	21	48	71	64	135
	Adjuntas.....	16	36	52	8	10	18	24	46	70
	District.....	60	79	139	35	31	66	95	110	205
16	Arecibo.....	178	205	383	161	138	299	339	343	682
	Camuy.....	41	21	62	26	9	35	67	30	97
	District.....	219	226	445	187	147	334	406	373	779
17	Manati.....	73	102	175	63	59	122	136	161	297
	Ciales.....	16	18	34	14	3	17	30	21	51
	Morovis.....	3	33	36	2	5	7	5	38	43
	District.....	92	153	245	79	67	146	171	220	391
18	Toa Alta.....	122	83	205	84	83	167	206	166	372
	Vega Baja.....	68	72	140	46	48	94	114	120	234
	District.....	190	155	345	130	131	261	320	286	606
19	Bayamon.....	304	368	672	265	288	553	569	656	1,225
	Total colored.	4,502	4,692	9,194	3,824	3,157	6,981	8,326	7,849	16,173

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

COMMON SCHOOLS, BY SEX.

School district.	Locality.	Graded.			Rural.			Total males.	Total females.	Total enrollment.
		Males.	Fe-males.	Total.	Males.	Fe-males.	Total.			
1	San Juan.....	1,474	1,340	2,814	286	228	514	1,760	1,568	3,328
	Rio Piedras.....	205	166	371	296	204	500	501	370	871
	District.....	1,679	1,506	3,185	582	432	1,014	2,261	1,938	4,199
2	Carolina.....	253	263	516	512	320	832	765	583	1,348
	Rio Grande.....	246	238	484	731	460	1,191	977	698	1,675
	District.....	499	501	1,000	1,243	780	2,023	1,742	1,281	3,023
3	Fajardo.....	491	514	1,005	321	263	584	812	777	1,589
	Naguabo.....	123	94	217	211	190	401	334	284	618
	Vieques.....	152	194	346	212	131	343	364	325	689
	Culebra.....									
	District.....	766	802	1,568	744	584	1,328	1,510	1,386	2,896
4	Humacao.....	330	303	633	365	260	625	695	563	1,258
	Yabucoa.....	189	155	344	339	175	514	528	330	858
	Patillas.....	55	73	128	219	96	315	274	169	443
	District.....	574	531	1,105	923	531	1,454	1,497	1,062	2,559
		492	437	929	566	411	977	1,058	848	1,906
5	San Lorenzo.....	286	263	549	321	191	512	607	454	1,061
	Agua Buenas.....	67	64	131	170	85	255	237	149	386
	District.....	845	764	1,609	1,057	687	1,744	1,902	1,451	3,353
		617	502	1,119	472	197	669	1,089	699	1,788
	Cayey.....	467	439	906	429	200	629	896	639	1,535
6	District.....	1,084	941	2,025	901	397	1,298	1,985	1,338	3,323
7	Aibonito.....	214	170	384	249	157	406	463	327	790
	Comerio.....	186	136	322	267	105	372	453	241	694
	Barros.....	207	120	327	467	228	695	674	348	1,022
	District.....	607	426	1,033	983	490	1,473	1,590	916	2,506
		363	301	664	543	350	893	906	651	1,557
8	Coamo.....	213	193	406	468	265	733	681	458	1,139
	Juana Diaz.....	150	135	285	155	136	291	305	271	576
	Santa Isabel.....	150	135	285	155	136	291	305	271	576
	District.....									
		726	629	1,355	1,166	751	1,917	1,892	1,380	3,272
9	Ponce.....	1,827	1,611	3,438	1,345	1,082	2,427	3,172	2,693	5,865
10	Yauco.....	448	403	851	554	297	851	1,002	700	1,702
	Sabana Grande.....	296	235	531	230	170	400	526	405	931
	District.....	744	638	1,382	784	467	1,251	1,528	1,105	2,633
11	San German.....	467	337	804	421	351	772	888	688	1,576
	Lajas.....	144	121	265	259	242	501	403	363	766
	Cabo Rojo.....	333	257	590	395	281	676	728	538	1,266
	District.....	944	715	1,659	1,075	874	1,949	2,019	1,589	3,608
		871	748	1,619	820	650	1,470	1,691	1,398	3,089
12	Mayaguez.....	364	334	698	403	342	745	767	676	1,443
	Añasco.....	102	78	180	201	122	323	303	200	503
	Maricao.....	1,337	1,160	2,497	1,424	1,114	2,538	2,761	2,274	5,035
	District.....									
		543	436	979	725	352	1,077	1,268	788	2,056
13	Aguadilla.....	153	108	261	225	130	355	378	238	616
	Aguada.....	145	130	275	369	186	555	514	316	830
	Isabela.....	841	674	1,515	1,319	668	1,987	2,160	1,342	3,502
	District.....									
		209	170	379	470	242	712	679	412	1,091
14	San Sebastian.....	227	164	391	423	239	662	650	403	1,053
	Lares.....	59	57	116	319	201	520	378	258	636
	Las Marias.....	495	391	886	1,212	682	1,894	1,707	1,073	2,780
	District.....									
		495	391	886	1,212	682	1,894	1,707	1,073	2,780

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

COMMON SCHOOLS, BY SEX—Continued.

School district.	Locality.	Graded.			Rural.			Total males.	Total females.	Total enrollment.
		Males.	Females.	Total.	Males.	Females.	Total.			
15	Utua.....	322	273	595	817	451	1,268	1,139	724	1,863
	Adjuntas.....	251	194	445	370	228	598	621	422	1,043
	District.....	573	467	1,040	1,187	679	1,866	1,760	1,146	2,906
16	Arecibo.....	614	622	1,236	870	581	1,451	1,484	1,203	2,687
	Camuy.....	435	338	773	471	198	669	906	536	1,442
	District.....	1,049	960	2,009	1,341	779	2,120	2,390	1,739	4,129
17	Manati.....	326	253	579	472	298	770	798	551	1,349
	Ciales.....	204	167	371	375	185	560	579	352	931
	Morovis.....	86	47	133	330	108	438	416	155	571
	District.....	616	467	1,083	1,177	591	1,768	1,793	1,058	2,851
18	Toa Alta.....	347	277	624	453	320	773	800	597	1,397
	Vega Baja.....	400	338	738	373	244	617	773	582	1,355
	District.....	747	615	1,362	826	564	1,390	1,573	1,179	2,752
19	Bayamon.....	769	663	1,432	1,091	797	1,888	1,860	1,460	3,320
	Total.....	16,722	14,461	31,183	20,380	12,949	33,329	37,102	27,410	64,512

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

REËNROLLMENT, COMMON SCHOOLS.

	Locality.	Graded.	Rural.	Total.		Locality.	Graded.	Rural.	Total.
1	San Juan.....	310	35	345	11	San German.....	50	22	72
	Rio Piedras.....	18	28	46		Lajas.....	17	32	49
	District.....	328	63	391		Cabo Rojo.....	76	11	87
2	Carolina.....	51	22	73	12	District.....	143	65	208
	Rio Grande.....	21	34	55		Mayaguez.....	226	61	287
	District.....	72	56	128		Añasco.....	122	8	130
3	Fajardo.....	118	35	153	13	Maricao.....	16	4	20
	Naguabo.....	11	32	43		District.....	364	73	437
	Vieques.....	46	31	77		Aguadilla.....	141	28	169
4	Culebra.....	175	98	273	14	Aguaada.....	53	10	63
	District.....	175	98	273		Isabela.....	1	7	8
	Humacao.....	41	1	41		District.....	195	45	240
5	Yabucoa.....	38	1	39	15	San Sebastian.....	25	11	36
	Patillas.....	21	4	25		Lares.....	66	15	81
	District.....	100	5	105		Las Marias.....	14	2	16
6	Caguas.....	115	24	139	16	District.....	105	28	133
	San Lorenzo.....	34	18	52		Utua.....	52	33	85
	Agua Buenas.....	3	81	84		Adjuntas.....	86	16	102
7	District.....	152	123	275	17	District.....	138	49	187
	Guayama.....	95	21	116		Arecibo.....	224	43	267
	Cayey.....	196	22	218		Camuy.....	94	4	98
8	District.....	291	43	334	18	District.....	318	47	365
	Aibonito.....	70	4	74		Manati.....	93	7	100
	Comerio.....	73	6	79		Ciales.....	45	23	68
9	Barros.....	10	11	21	19	Morovis.....	11	6	17
	District.....	153	21	174		District.....	149	36	185
	Coamo.....	106	5	111		Toa Alta.....	65	26	91
10	Juana Diaz.....	27	11	38	20	Vega Baja.....	160	30	190
	Santa Isabel.....	63	2	65		District.....	225	56	281
	District.....	196	18	214		Bayamon.....	155	31	186
11	Ponce.....	1,073	79	1,152	21	Total.....	4,508	962	5,470
	Yauco.....	75	22	97					
	Sabana Grande.....	101	4	105					
12	District.....	176	26	202					

REËNROLLMENT, SPECIAL SCHOOLS.

Locality.	High.	Indus- trial.	Night.	Agricul- tural.	Total reënrol- ment.
San Juan.....	14	30			44
Naguabo.....			2		2
Caguas.....			2		2
Juana Diaz.....			1		1
Ponce.....		15		32	47
Yauco.....			9		9
Lajas.....				10	10
Cabo Rojo.....				2	2
Mayaguez.....	1	37			38
Adjuntas.....			3		3
Camuy.....				2	2
Bayamon.....				2	2
Total.....	15	82	17	48	162

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

SPECIAL SCHOOLS, BY COLOR.

Color and locality.		Males.					Females.					Total.
		High.	Industrial.	Night.	Agricultural.	Total.	High.	Industrial.	Night.	Agricultural.	Total.	
WHITE.												
1	San Juan.....	50	63	89	.....	202	14	91	45	.....	150	352
2	Carolina.....	.....	.....	27	24	51	.....	.....	.....	.....	.....	51
	Rio Grande.....	.....	.....	16	.....	16	.....	.....	.....	1	1	17
	District.....	.....	.....	43	24	67	.....	.....	.....	1	1	68
3	Fajardo.....	.....	.....	39	.....	39	.....	.....	7	.....	7	46
	Naguabo.....	.....	.....	23	.....	23	.....	.....	6	.....	6	29
	District.....	.....	.....	62	.....	62	.....	.....	13	.....	13	75
4	Humacao.....	.....	.....	55	.....	55	.....	.....	.....	.....	.....	55
5	Caguas.....	.....	.....	42	.....	42	.....	.....	13	.....	13	55
	San Lorenzo.....	.....	.....	44	.....	44	.....	.....	.....	.....	.....	44
	District.....	.....	.....	86	.....	86	.....	.....	13	.....	13	99
6	Guayama.....	.....	40	30	5	75	.....	46	8	5	59	134
	Cayey.....	.....	.....	47	.....	47	.....	.....	.....	.....	.....	47
	District.....	.....	40	77	5	122	.....	46	8	5	59	181
7	Aibonito.....	.....	.....	7	.....	7	.....	.....	10	.....	10	17
	Barros.....	.....	.....	.....	69	69	.....	.....	.....	32	32	101
	District.....	.....	.....	7	69	76	.....	.....	10	32	42	118
8	Coamo.....	.....	.....	17	.....	17	.....	.....	21	.....	21	38
	Juana Diaz.....	.....	.....	29	.....	29	.....	.....	9	.....	9	38
	District.....	.....	.....	46	.....	46	.....	.....	30	.....	30	76
9	Ponce.....	18	56	137	25	236	21	33	53	5	112	348
10	Yauco.....	.....	.....	119	.....	119	.....	.....	28	.....	28	147
	Sabana Grande.....	.....	.....	50	24	74	.....	.....	38	21	59	133
	District.....	.....	.....	169	24	193	.....	.....	66	21	87	280
11	San German.....	.....	.....	60	.....	60	.....	.....	.....	.....	.....	60
	Lajas.....	.....	.....	27	56	83	.....	.....	.....	5	5	88
	Cabo Rojo.....	.....	.....	.....	30	30	.....	.....	.....	31	31	61
	District.....	.....	.....	87	86	173	.....	.....	.....	36	36	209
12	Mayaguez.....	18	69	57	.....	144	14	67	2	.....	83	227
	Añasco.....	.....	.....	56	.....	56	.....	.....	.....	.....	.....	56
	District.....	18	69	113	.....	200	14	67	2	.....	83	283
13	Aguadilla.....	.....	.....	55	.....	55	.....	.....	6	.....	6	61
14	San Sebastian.....	.....	.....	59	.....	59	.....	.....	16	.....	16	75
	Lares.....	.....	.....	66	.....	66	.....	.....	32	.....	32	98
	District.....	.....	.....	125	.....	125	.....	.....	48	.....	48	173
15	Utua.....	.....	.....	66	.....	66	.....	.....	11	.....	11	77
	Adjuntas.....	.....	.....	31	.....	31	.....	.....	11	.....	11	42
	District.....	.....	.....	97	.....	97	.....	.....	22	.....	22	119
16	Arecibo.....	.....	47	28	.....	75	.....	84	.....	.....	84	159
	Camuy.....	.....	.....	.....	50	50	.....	.....	.....	9	9	59
	District.....	.....	47	28	50	125	.....	84	.....	9	93	218
17	Manati.....	.....	.....	33	.....	33	.....	.....	.....	.....	.....	33
18	Toa Alta.....	.....	.....	35	36	71	.....	.....	.....	19	19	90
19	Bayamon.....	.....	.....	40	18	58	.....	.....	5	17	22	80
	Total.....	86	275	1,384	337	2,082	49	321	321	145	836	2,919

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

SPECIAL SCHOOLS, BY COLOR—Continued.

Color and locality.		Males.					Females.					Total.
		High.	Industrial.	Night.	Agricultural.	Total.	High.	Industrial.	Night.	Agricultural.	Total.	
COLORED.												
1	San Juan.....	6	22	67	.....	95	1	32	24	.....	57	152
2	Carolina.....			16	28	44				3	3	47
	Rio Grande.....			24	.....	24						24
	District.....			40	28	68				3	3	71
3	Fajardo.....			49	.....	49			1	.....	1	50
	Naguabo.....			8	.....	8			4	.....	4	12
	District.....			57	.....	57			5	.....	5	62
4	Humacao.....			39	.....	39						39
5	Caguas.....			12	.....	12			10	.....	10	22
	San Lorenzo.....			15	.....	15						15
	District.....			27	.....	27			10	.....	10	37
6	Guayama.....		16	46	38	100		13	27	9	49	149
	Cayey.....			25	.....	25						25
	District.....		16	71	38	125		13	27	9	49	174
7	Aibonito.....			1	.....	1			2	.....	2	3
	Barros.....			9	.....	9				1	1	10
	District.....			1	9	10			2	1	3	13
8	Coamo.....			10	.....	10			4	.....	4	14
	Juana Diaz.....			48	.....	48			9	.....	9	57
	District.....			58	.....	58			13	.....	13	71
9	Ponce.....	3	28	120	31	182	1	37	67	4	109	291
10	Yauco.....			34	.....	34			22	.....	22	56
	Sabana Grande.....			1	7	8				4	4	12
	District.....			35	7	42			22	4	26	68
11	San German.....			23	.....	23						23
	Lajas.....			10	5	15						15
	Cabo Rojo.....				5	5				1	1	6
	District.....			33	10	43				1	1	44
12	Mayaguez.....	2	15	26	.....	43	3	23			26	69
	Añasco.....			31	.....	31						31
	District.....	2	15	57	.....	74	3	23			26	100
13	Aguadilla.....			35	.....	35			7	.....	7	42
14	San Sebastian.....			16	.....	16			5	.....	5	21
	Lares.....			14	.....	14			8	.....	8	22
	District.....			30	.....	30			13	.....	13	43
15	Utua.....			15	.....	15			1	.....	1	16
	Adjuntas.....			16	.....	16			1	.....	1	17
	District.....			31	.....	31			2	.....	2	33
16	Arecibo.....		3	19	.....	22		10			10	32
	Camuy.....				2	2						2
	District.....		3	19	2	24		10			10	34
17	Manati.....			43	.....	43						43
18	Toa Alta.....			15	11	26				3	3	29
19	Bayamon.....			38	15	53			12	14	26	79
	Total.....	11	84	816	151	1,062	5	115	204	39	363	1,425

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

SPECIAL SCHOOLS, BY SEX.

	Locality.	High.			Industrial.			Night.			Agricul- tural.			Total males.	Total females.	Total enroll- ment.
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.			
1	San Juan.....	56	15	71	85	123	208	156	69	225	.....	.....	.....	297	207	504
2	Carolina.....	.....	.....	.....	.....	.....	.....	43	.....	43	52	4	56	95	4	99
	Rio Grande.....	.....	.....	.....	.....	.....	.....	40	.....	40	.....	.....	.....	40	.....	40
	District.....	.....	.....	.....	.....	.....	.....	83	.....	83	52	4	56	135	4	139
3	Fajardo.....	.....	.....	.....	.....	.....	.....	88	8	96	.....	.....	.....	88	8	96
	Naguabo.....	.....	.....	.....	.....	.....	.....	31	10	41	.....	.....	.....	31	10	41
	District.....	.....	.....	.....	.....	.....	.....	119	18	137	.....	.....	.....	119	18	137
4	Humacao.....	.....	.....	.....	.....	.....	.....	94	.....	94	.....	.....	.....	94	.....	94
5	Caguas.....	.....	.....	.....	.....	.....	.....	54	23	77	.....	.....	.....	54	23	77
	San Lorenzo.....	.....	.....	.....	.....	.....	.....	59	.....	59	.....	.....	.....	59	.....	59
	District.....	.....	.....	.....	.....	.....	.....	113	23	136	.....	.....	.....	113	23	136
6	Guayama.....	.....	.....	.....	56	59	115	76	35	111	43	14	57	175	108	283
	Cayey.....	.....	.....	.....	.....	.....	.....	72	.....	72	.....	.....	.....	72	.....	72
	District.....	.....	.....	.....	56	59	115	148	35	183	43	14	57	247	108	355
7	Aibonito.....	.....	.....	.....	.....	.....	.....	8	12	20	.....	.....	.....	8	12	20
	Barros.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	78	33	111	78	33	111
	District.....	.....	.....	.....	.....	.....	.....	8	12	20	78	33	111	86	45	131
8	Coamo.....	.....	.....	.....	.....	.....	.....	27	25	52	.....	.....	.....	27	25	52
	Juana Diaz.....	.....	.....	.....	.....	.....	.....	77	18	95	.....	.....	.....	77	18	95
	District.....	.....	.....	.....	.....	.....	.....	104	43	147	.....	.....	.....	104	43	147
9	Ponce.....	21	22	43	84	70	154	257	120	377	56	9	65	418	221	639
10	Yauco.....	.....	.....	.....	.....	.....	.....	153	50	203	.....	.....	.....	153	50	203
	Sabana Grande.....	.....	.....	.....	.....	.....	.....	51	38	89	31	25	56	82	63	145
	District.....	.....	.....	.....	.....	.....	.....	204	88	292	31	25	56	235	113	348
11	San German.....	.....	.....	.....	.....	.....	.....	83	.....	83	.....	.....	.....	83	.....	83
	Lajas.....	.....	.....	.....	.....	.....	.....	37	.....	37	61	5	66	98	5	103
	Cabo Rojo.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	32	67	35	32	67
	District.....	.....	.....	.....	.....	.....	.....	120	.....	120	96	37	133	216	37	253
12	Mayaguez.....	20	17	37	84	90	174	83	2	85	.....	.....	.....	187	109	296
	Añasco.....	.....	.....	.....	.....	.....	.....	87	.....	87	.....	.....	.....	87	.....	87
	District.....	20	17	37	84	90	174	170	2	172	.....	.....	.....	274	109	383
13	Aguadilla.....	.....	.....	.....	.....	.....	.....	90	13	103	.....	.....	.....	90	13	103
14	San Sebastian.....	.....	.....	.....	.....	.....	.....	75	21	96	.....	.....	.....	75	21	96
	Lares.....	.....	.....	.....	.....	.....	.....	80	40	120	.....	.....	.....	80	40	120
	District.....	.....	.....	.....	.....	.....	.....	155	61	216	.....	.....	.....	155	61	216
15	Utua.....	.....	.....	.....	.....	.....	.....	81	12	93	.....	.....	.....	81	12	93
	Adjuntas.....	.....	.....	.....	.....	.....	.....	47	12	59	.....	.....	.....	47	12	59
	District.....	.....	.....	.....	.....	.....	.....	128	24	152	.....	.....	.....	128	24	152
16	Arecibo.....	.....	.....	.....	50	94	144	47	.....	47	.....	.....	.....	97	94	191
	Camuy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	52	9	61	52	9	61
	District.....	.....	.....	.....	50	94	144	47	.....	47	52	9	61	149	103	252
17	Manatí.....	.....	.....	.....	.....	.....	.....	76	.....	76	.....	.....	.....	76	.....	76
18	Toa Alta.....	.....	.....	.....	.....	.....	.....	50	.....	50	47	22	69	97	22	119
19	Bayamon.....	.....	.....	.....	.....	.....	.....	78	17	95	33	31	64	111	48	159
	Total.....	97	54	151	359	436	795	2,200	525	2,725	488	184	672	3,144	1,199	4,343

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

SPECIAL SCHOOLS, BY COLOR.

School district.	Locality.	High.			Industrial.			Night.			Agricultural.			Total white.	Total colored.	Total enrollment.
		White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.			
1	San Juan.....	64	7	71	154	54	208	134	91	225	.....	.....	.....	352	152	504
2	{ Carolina.....	.....	.....	.....	.....	.....	.....	27	16	43	25	31	56	52	47	99
	{ Rio Grande.....	.....	.....	.....	.....	.....	.....	16	24	40	.....	.....	.....	16	24	40
	District.....	.....	.....	.....	.....	.....	.....	43	40	83	25	31	56	68	71	139
3	{ Fajardo.....	.....	.....	.....	.....	.....	.....	46	50	96	.....	.....	.....	46	50	96
	{ Naguabo.....	.....	.....	.....	.....	.....	.....	29	12	41	.....	.....	.....	29	12	41
	District.....	.....	.....	.....	.....	.....	.....	75	62	137	.....	.....	.....	75	62	137
4	Humacao.....	.....	.....	.....	.....	.....	.....	55	39	94	.....	.....	.....	55	39	94
5	{ Aguas.....	.....	.....	.....	.....	.....	.....	55	22	77	.....	.....	.....	55	22	77
	{ San Lorenzo.....	.....	.....	.....	.....	.....	.....	44	15	59	.....	.....	.....	44	15	59
	District.....	.....	.....	.....	.....	.....	.....	99	37	136	.....	.....	.....	99	37	136
6	{ Guayama.....	.....	.....	.....	86	29	115	38	73	111	10	47	57	134	149	283
	{ Cayey.....	.....	.....	.....	.....	.....	.....	47	25	72	.....	.....	.....	47	25	72
	District.....	.....	.....	.....	86	29	115	85	98	183	10	47	57	181	174	355
7	{ Aibonito.....	.....	.....	.....	.....	.....	.....	17	3	20	101	10	111	17	3	20
	{ Barros.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	101	10	111
	District.....	.....	.....	.....	.....	.....	.....	17	3	20	101	10	111	118	13	131
8	{ Coamo.....	.....	.....	.....	.....	.....	.....	38	14	52	.....	.....	.....	38	14	52
	{ Juana Diaz.....	.....	.....	.....	.....	.....	.....	38	57	95	.....	.....	.....	38	57	95
	District.....	.....	.....	.....	.....	.....	.....	76	71	147	.....	.....	.....	76	71	147
9	Ponce.....	39	4	43	89	65	154	190	187	377	30	35	65	348	291	639
10	{ Yauco.....	.....	.....	.....	.....	.....	.....	147	56	203	.....	.....	.....	147	56	203
	{ Sabana Grande.....	.....	.....	.....	.....	.....	.....	88	1	89	45	11	56	133	12	145
	District.....	.....	.....	.....	.....	.....	.....	235	57	292	45	11	56	280	68	348
11	{ San German.....	.....	.....	.....	.....	.....	.....	60	23	83	.....	.....	.....	60	23	83
	{ Lajas.....	.....	.....	.....	.....	.....	.....	27	10	37	61	5	66	88	15	103
	District.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61	6	67	61	6	67
12	{ Mayaguez.....	32	5	37	136	38	174	59	26	85	.....	.....	.....	227	69	296
	{ Añasco.....	.....	.....	.....	.....	.....	.....	56	31	87	.....	.....	.....	56	31	87
	District.....	32	5	37	136	38	174	115	57	172	.....	.....	.....	283	100	383
13	Aguadilla.....	.....	.....	.....	.....	.....	.....	61	42	103	.....	.....	.....	61	42	103
14	{ San Sebastian.....	.....	.....	.....	.....	.....	.....	75	21	96	.....	.....	.....	75	21	96
	{ Lares.....	.....	.....	.....	.....	.....	.....	98	22	120	.....	.....	.....	98	22	120
	District.....	.....	.....	.....	.....	.....	.....	173	43	216	.....	.....	.....	173	43	216
15	{ Utuado.....	.....	.....	.....	.....	.....	.....	77	16	93	.....	.....	.....	77	16	93
	{ Adjuntas.....	.....	.....	.....	.....	.....	.....	42	17	59	.....	.....	.....	42	17	59
	District.....	.....	.....	.....	.....	.....	.....	119	33	152	.....	.....	.....	119	33	152
16	{ Arecibo.....	.....	.....	.....	131	13	144	28	19	47	.....	.....	.....	159	32	191
	{ Camuy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59	2	61	59	2	61
	District.....	.....	.....	.....	131	13	144	28	19	47	59	2	61	218	34	252
17	Manati.....	.....	.....	.....	.....	.....	.....	33	43	76	.....	.....	.....	33	43	76
18	Toa Alta.....	.....	.....	.....	.....	.....	.....	35	15	50	47	22	69	82	37	119
19	Bayamon.....	.....	.....	.....	.....	.....	.....	45	50	95	35	29	64	80	79	159
	Total.....	135	16	151	596	199	795	1,705	1,020	2,725	474	198	672	2,910	1,433	4,343

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

ENROLLMENT, BY SEX AND COLOR, FOR EACH SCHOOL YEAR FOR THE HIGH SCHOOLS.

Locality.	First.				Second.				Third.				Fourth.				Total.
	Males.	Females.	White.	Colored.	Males.	Females.	White.	Colored.	Males.	Females.	White.	Colored.	Males.	Females.	White.	Colored.	
San Juan.....	30	7	32	5	11	2	13	....	11	5	14	2	4	1	5	....	71
Ponce.....	6	12	17	1	8	7	14	1	7	5	8	2	....	....	....	....	43
Mayaguez.....	17	8	22	3	3	9	10	2	....	....	....	....	....	....	....	....	37
Total.....	53	27	71	9	22	18	37	3	18	8	22	4	4	1	5	....	151

COMMON SCHOOLS, BY SEX AND COLOR.

School district.	Locality.	White.			Colored.			Total males.	Total females.	Total enrollment.
		Males.	Fe-males.	Total.	Males.	Fe-males.	Total.			
1	San Juan.....	1,143	967	2,110	617	601	1,218	1,760	1,568	3,328
	Rio Piedras.....	303	220	523	198	150	348	501	370	871
	District.....	1,446	1,187	2,633	815	751	1,566	2,261	1,938	4,199
2	Carolina.....	499	372	871	266	211	477	765	583	1,348
	Rio Grande.....	528	365	893	449	333	782	977	698	1,675
	District.....	1,027	737	1,764	715	544	1,259	1,742	1,281	3,023
3	Fajardo.....	587	564	1,151	225	213	438	812	777	1,589
	Naguabo.....	250	204	454	84	80	164	334	284	618
	Vieques.....	239	238	477	125	87	212	364	325	689
	Culebra.....	....	....	....	....	....	....	....	....	....
	District.....	1,076	1,006	2,082	434	380	814	1,510	1,386	2,896
4	Humacao.....	560	464	1,024	135	99	234	695	563	1,258
	Yabucoa.....	320	200	520	208	130	338	528	330	858
	Patillas.....	192	104	296	82	65	147	274	169	443
	District.....	1,072	768	1,840	425	294	719	1,497	1,062	2,559
5	Caguas.....	728	622	1,350	330	226	556	1,058	848	1,906
	San Lorenzo.....	478	375	853	129	79	208	607	454	1,061
	Agua8 Buenas.....	197	131	328	40	18	58	237	149	386
	District.....	1,403	1,128	2,531	499	323	822	1,902	1,451	3,353
6	Guayama.....	595	348	943	494	351	845	1,089	699	1,788
	Cayey.....	713	516	1,229	183	123	306	896	639	1,535
	District.....	1,308	864	2,172	677	474	1,151	1,985	1,338	3,323
7	Aibonito.....	359	285	644	104	42	146	463	327	790
	Comerio.....	389	193	582	64	48	112	453	241	694
	Barros.....	596	316	912	78	32	110	674	348	1,022
	District.....	1,344	794	2,138	246	122	368	1,590	916	2,506
8	Coamo.....	610	448	1,058	296	203	499	906	651	1,557
	Juana Diaz.....	500	328	828	181	130	311	681	458	1,139
	Santa Isabel.....	187	160	347	118	111	229	305	271	576
	District.....	1,297	936	2,233	595	444	1,039	1,892	1,380	3,272
9	Ponce.....	2,151	1,910	4,061	1,021	783	1,804	3,172	2,693	5,865
10	Yauco.....	723	554	1,277	279	146	425	1,002	700	1,702
	Sabana Grande.....	464	364	828	62	41	103	526	405	931
	District.....	1,187	918	2,105	341	187	528	1,528	1,105	2,633
11	San German.....	630	508	1,138	258	180	438	888	688	1,576
	Lajas.....	355	328	683	48	35	83	403	363	766
	Cabo Rojo.....	628	460	1,088	100	78	178	728	538	1,266
	District.....	1,613	1,296	2,909	406	293	699	2,019	1,589	3,608

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

COMMON SCHOOLS, BY SEX AND COLOR—Continued.

School district.	Locality.	White.			Colored.			Total males.	Total females.	Total enrollment.
		Males.	Fe-males.	Total.	Males.	Fe-males.	Total.			
12	Mayaguez.....	1,251	1,003	2,254	440	395	835	1,691	1,398	3,089
	Añasco.....	621	508	1,129	146	168	314	767	676	1,443
	Maricao.....	216	145	361	87	55	142	303	200	503
	District.....	2,088	1,656	3,744	673	618	1,291	2,761	2,274	5,035
13	Aguadilla.....	1,024	575	1,599	244	213	457	1,268	788	2,056
	Aguada.....	306	177	483	72	61	133	378	238	616
	Isabela.....	476	282	758	38	34	72	514	316	830
	District.....	1,806	1,034	2,840	354	308	662	2,160	1,342	3,502
14	San Sebastian.....	629	379	1,008	50	33	83	679	412	1,091
	Lares.....	609	369	978	41	34	75	650	403	1,053
	Las Marias.....	322	225	547	56	33	89	378	258	636
	District.....	1,560	973	2,533	147	100	247	1,707	1,073	2,780
15	Utua.....	1,052	676	1,728	87	48	135	1,139	724	1,863
	Adjuntas.....	569	404	973	52	18	70	621	422	1,043
	District.....	1,621	1,080	2,701	139	66	205	1,760	1,146	2,906
16	Arecibo.....	1,101	904	2,005	383	299	682	1,484	1,203	2,687
	Camuy.....	844	501	1,345	62	35	97	906	536	1,442
	District.....	1,945	1,405	3,350	445	334	779	2,390	1,739	4,129
17	Manati.....	623	429	1,052	175	122	297	798	551	1,349
	Ciales.....	545	335	880	34	17	51	579	352	931
	Morovis.....	380	148	528	36	7	43	416	155	571
	District.....	1,548	912	2,460	245	146	391	1,793	1,058	2,851
18	Toa Alta.....	595	430	1,025	205	167	372	800	597	1,397
	Vega Baja.....	633	488	1,121	140	94	234	773	582	1,355
	District.....	1,228	918	2,146	345	261	606	1,573	1,179	2,752
19	Bayamon.....	1,188	907	2,095	672	553	1,225	1,860	1,460	3,320
	Total.....	27,908	20,429	48,337	9,194	6,981	16,175	37,102	27,410	64,512

COMMON SCHOOLS AND SPECIAL SCHOOLS, BY SEX AND COLOR.

1	San Juan.....	1,345	1,117	2,462	712	658	1,370	2,057	1,775	3,832
	Rio Piedras.....	303	220	523	198	150	348	501	370	871
	District.....	1,648	1,337	2,985	910	808	1,718	2,558	2,145	4,703
2	Carolina.....	550	373	923	310	214	524	860	587	1,447
	Rio Grande.....	544	365	909	473	333	806	1,017	698	1,715
	District.....	1,094	738	1,832	783	547	1,330	1,877	1,285	3,162
3	Fajardo.....	626	571	1,197	274	214	488	900	785	1,685
	Naguabo.....	273	210	483	92	84	176	365	294	659
	Vieques.....	239	238	477	125	87	212	364	325	689
	Culebra.....	239	238	477	125	87	212	364	325	689
4	District.....	1,138	1,019	2,157	491	385	876	1,629	1,404	3,033
	Humacao.....	615	464	1,079	174	99	273	789	563	1,352
	Yabucoa.....	320	200	520	208	130	338	528	330	858
	Patillas.....	192	104	296	82	65	147	274	169	443
5	District.....	1,127	768	1,895	464	294	758	1,591	1,062	2,653
	Caguas.....	770	635	1,405	342	226	578	1,112	871	1,983
	San Lorenzo.....	522	375	897	144	79	223	666	454	1,120
	Agua Buenas.....	197	131	328	40	18	58	237	149	386
5	District.....	1,489	1,141	2,630	526	333	859	2,015	1,474	3,489

TABLE V (A1).—*Distribution (pupils) by sex and color, common schools and special schools, including reënrollments—Continued.*

COMMON SCHOOLS AND SPECIAL SCHOOLS, BY SEX AND COLOR—Continued.

School district.	Locality.	White.			Colored.			Total males.	Total females.	Total enrollment.
		Males.	Females.	Total.	Males.	Females.	Total.			
6	Guayama.....	670	407	1,077	594	400	994	1,264	807	2,071
	Cayey.....	760	516	1,276	208	123	331	968	639	1,607
	District.....	1,430	923	2,353	802	523	1,325	2,232	1,446	3,678
7	Aibonito.....	366	295	661	105	44	149	471	339	810
	Comerio.....	389	193	582	64	48	112	453	241	694
	Barros.....	665	348	1,013	87	33	120	752	381	1,133
8	District.....	1,420	836	2,256	256	125	381	1,676	961	2,637
	Coamo.....	627	469	1,096	306	207	513	933	676	1,609
	Juana Diaz.....	529	337	866	229	139	368	758	476	1,234
9	Santa Isabel.....	187	160	347	118	111	229	305	271	576
	District.....	1,343	966	2,309	653	457	1,110	1,996	1,423	3,419
	Ponce.....	2,387	2,022	4,409	1,203	892	2,095	3,590	2,914	6,504
10	Yauco.....	842	582	1,424	313	168	481	1,155	750	1,905
	Sabana Grande.....	538	423	961	70	45	115	608	468	1,076
	District.....	1,380	1,005	2,385	383	213	596	1,763	1,218	2,981
11	San German.....	690	508	1,198	281	180	461	971	688	1,659
	Lajas.....	438	333	771	63	35	98	501	368	869
	Cabo Rojo.....	658	491	1,149	105	79	184	763	570	1,333
12	District.....	1,786	1,332	3,118	449	294	743	2,235	1,626	3,861
	Mayaguez.....	1,395	1,086	2,481	483	421	904	1,878	1,507	3,385
	Añasco.....	677	508	1,185	177	168	345	854	676	1,530
13	Maricao.....	216	145	361	87	55	142	303	200	503
	District.....	2,288	1,739	4,027	747	644	1,391	3,035	2,383	5,418
	Aguadilla.....	1,079	581	1,660	279	220	499	1,358	801	2,159
14	Aguada.....	306	177	483	72	61	133	378	288	666
	Isabela.....	476	282	758	38	34	72	514	316	830
	District.....	1,861	1,040	2,901	389	315	704	2,250	1,355	3,605
15	San Sebastian.....	688	395	1,083	66	38	104	754	433	1,187
	Lares.....	675	401	1,076	55	42	97	730	443	1,173
	Las Marias.....	322	225	547	56	33	89	378	258	636
16	District.....	1,685	1,021	2,706	177	113	290	1,862	1,134	2,996
	Utua.....	1,118	687	1,805	102	49	151	1,220	736	1,956
	Adjuntas.....	600	415	1,015	68	19	87	668	434	1,102
17	District.....	1,718	1,102	2,820	170	68	238	1,888	1,170	3,058
	Arecibo.....	1,176	988	2,164	405	309	714	1,581	1,297	2,878
	Camuy.....	894	510	1,404	64	35	99	958	545	1,503
18	District.....	2,070	1,498	3,568	469	344	813	2,539	1,842	4,381
	Manati.....	656	429	1,085	218	122	340	874	551	1,425
	Ciales.....	545	335	880	34	17	51	579	352	931
19	Morovis.....	380	148	528	36	7	43	416	155	571
	District.....	1,581	912	2,493	288	146	434	1,869	1,058	2,927
	Toa Alta.....	666	449	1,115	231	170	401	897	619	1,516
20	Vega Baja.....	633	488	1,121	140	94	234	773	582	1,355
	District.....	1,299	937	2,236	371	264	635	1,670	1,201	2,871
21	Bayamon.....	1,246	929	2,175	725	579	1,304	1,971	1,508	3,479
	Total.....	29,990	21,265	51,255	10,256	7,344	17,600	40,246	28,609	68,855

TABLE VI.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools.*

School year, 1904-5.
GRADED SCHOOLS.

School district.	Locality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
1	San Juan.....	1,067	684	462	267	159	101	41	33	2,814 371
	Rio Piedras.....	163	60	46	49	36	17	.....	.....	
	District.....	1,230	744	508	316	195	118	41	33	3,185
2	Carolina.....	211	103	94	48	28	13	12	7	516 484
	Rio Grande.....	165	101	70	66	40	32	10	.....	
	District.....	376	204	164	114	68	45	22	7	1,000
3	Fajardo.....	329	182	230	89	69	38	46	22	1,005 217
	Naguabo.....	82	38	32	37	17	11	.....	.....	
	Vieques.....	114	109	69	34	8	12	.....	.....	346 1,568
	Culebra.....	.....	.....	.....	.....	.....	.....	.....	.....	
	District.....	525	329	331	160	94	61	46	22	1,568
4	Humacao.....	232	140	103	69	26	25	23	15	633 344
	Yabucoa.....	115	51	48	52	30	.....	35	13	
	Patillas.....	46	25	30	20	7	.....	.....	.....	128 1,105
	District.....	393	216	181	141	63	25	58	28	
5	Caguas.....	157	337	182	157	37	28	21	10	929 549
	San Lorenzo.....	186	111	123	104	25	.....	.....	.....	
	Agua Buenas.....	62	31	28	10	.....	.....	.....	.....	131 1,609
	District.....	405	479	333	271	62	28	21	10	
6	Guayama.....	459	276	210	94	38	28	14	.....	1,119 906
	Cayey.....	339	182	174	97	63	24	27	.....	
	District.....	798	458	384	191	101	52	41	.....	2,025
7	Aibonito.....	207	70	39	18	31	19	.....	.....	384 322
	Comerio.....	180	83	23	30	6	.....	.....	.....	
	Barros.....	179	89	21	12	11	15	.....	.....	327 1,033
	District.....	566	242	83	60	48	34	.....	.....	
8	Coamo.....	221	192	126	66	42	7	10	.....	664 406
	Juana Diaz.....	124	93	94	46	24	11	14	.....	
	Santa Isabel.....	77	82	74	40	12	.....	.....	.....	285 1,355
	District.....	422	367	294	152	78	18	24	.....	
9	Ponce.....	1,338	985	501	258	204	78	42	32	3,438
10	Yauco.....	364	146	135	86	74	31	15	.....	851 531
	Sabana Grande.....	194	165	56	44	22	32	18	.....	
	District.....	558	311	191	130	96	63	33	.....	1,382
11	San German.....	282	147	111	89	101	34	26	14	804 265
	Lajas.....	96	55	46	38	21	9	.....	.....	
	Cabo Rojo.....	326	108	44	67	20	19	.....	6	590 1,659
	District.....	704	310	201	194	142	62	26	20	
12	Mayaguez.....	482	425	350	141	84	73	21	43	1,619 698
	Añasco.....	318	123	68	101	58	8	22	.....	
	Maricao.....	92	43	32	13	.....	.....	.....	.....	180 2,497
	District.....	892	591	450	255	142	81	43	43	
13	Aguadilla.....	511	221	124	71	19	16	12	5	979 261
	Agua.....	127	64	29	30	11	.....	.....	.....	
	Isabela.....	114	56	36	18	24	15	12	.....	275 1,515
	District.....	752	341	189	119	54	31	24	5	
14	San Sebastian.....	196	52	55	32	27	9	.....	8	379 391
	Lares.....	177	58	28	44	56	11	17	.....	
	Las Marias.....	72	17	9	18	.....	.....	.....	.....	116 886
	District.....	445	127	92	94	83	20	17	8	

TABLE VI.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

GRADED SCHOOLS—Continued.

School district.	Locality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
15	Utua.....	196	188	89	73	28	13	8	.....	595
	Adjuntas.....	134	135	67	46	19	18	26	.....	445
	District.....	330	323	156	119	47	31	34	.....	1,040
16	Arecibo.....	616	240	217	68	51	23	.....	21	1,236
	Camuy.....	418	135	106	59	36	19	.....	.....	773
	District.....	1,034	375	323	127	87	42	.....	21	2,009
16	Manati.....	190	196	69	85	18	11	.....	10	579
	Ciales.....	233	29	66	25	7	11	.....	.....	371
	Morovis.....	54	20	24	20	15	.....	.....	.....	133
18	District.....	477	245	159	130	40	22	.....	10	1,083
	Toa Alta.....	330	128	66	30	50	20	.....	.....	624
	Vega Baja.....	293	189	100	85	15	48	8	.....	738
19	District.....	623	317	166	115	65	68	8	.....	1,362
	Bayamon.....	849	273	183	68	35	10	14	.....	1,432
	Total.....	12,717	7,237	4,889	3,014	1,704	889	494	239	31,183

RURAL SCHOOLS.

1	San Juan.....	448	56	10	.....	.....	.....	.....	.....	514
	Rio Piedras.....	284	162	54	.....	.....	.....	.....	.....	500
	District.....	732	218	64	.....	.....	.....	.....	.....	1,014
2	Carolina.....	443	255	129	5	.....	.....	.....	.....	832
	Rio Grande.....	588	333	196	40	20	14	.....	.....	1,191
	District.....	1,031	588	325	45	20	14	.....	.....	2,023
3	Fajardo.....	297	189	93	5	.....	.....	.....	.....	584
	Naguabo.....	192	96	84	29	.....	.....	.....	.....	401
	Vieques.....	235	97	11	.....	.....	.....	.....	.....	343
4	Culebra.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	District.....	724	382	188	34	.....	.....	.....	.....	1,328
4	Humacao.....	448	149	28	.....	.....	.....	.....	.....	625
	Yabucoa.....	330	125	59	.....	.....	.....	.....	.....	514
	Patillas.....	197	96	22	.....	.....	.....	.....	.....	315
5	District.....	975	370	109	.....	.....	.....	.....	.....	1,454
	Caguas.....	681	231	65	.....	.....	.....	.....	.....	977
	San Lorenzo.....	380	96	30	6	.....	.....	.....	.....	512
6	Agua Buenas.....	217	27	11	.....	.....	.....	.....	.....	255
	District.....	1,278	354	106	6	.....	.....	.....	.....	1,744
6	Guayama.....	427	202	40	.....	.....	.....	.....	.....	669
	Cayey.....	433	145	51	.....	.....	.....	.....	.....	629
	District.....	860	347	91	.....	.....	.....	.....	.....	1,298
7	Aibonito.....	225	141	40	.....	.....	.....	.....	.....	406
	Comerio.....	249	102	21	.....	.....	.....	.....	.....	372
	Barros.....	361	198	121	15	.....	.....	.....	.....	695
8	District.....	835	441	182	15	.....	.....	.....	.....	1,473
	Coamo.....	449	251	193	.....	.....	.....	.....	.....	893
	Juana Diaz.....	498	178	57	.....	.....	.....	.....	.....	733
9	Santa Isabel.....	167	107	17	.....	.....	.....	.....	.....	291
	District.....	1,114	536	267	.....	.....	.....	.....	.....	1,917
	Ponce.....	1,488	655	266	18	.....	.....	.....	.....	2,427

TABLE VI.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

RURAL SCHOOLS—Continued.

School district.	Locality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
10	Yauco.....	564	205	82	.....	.....	.....	.....	.....	851
	Sabana Grande.....	267	105	28	.....	.....	.....	.....	.....	400
	District.....	831	310	110	.....	.....	.....	.....	.....	1,251
11	San German.....	455	193	124	.....	.....	.....	.....	.....	772
	Lajas.....	292	132	77	.....	.....	.....	.....	.....	501
	Cabo Rojo.....	369	193	114	.....	.....	.....	.....	.....	676
	District.....	1,116	518	315	.....	.....	.....	.....	.....	1,949
12	Mayaguez.....	1,025	323	110	12	.....	.....	.....	.....	1,470
	Añasco.....	452	182	111	.....	.....	.....	.....	.....	745
	Maricao.....	224	65	32	2	.....	.....	.....	.....	323
	District.....	1,701	570	253	14	.....	.....	.....	.....	2,538
13	Aguadilla.....	564	316	197	.....	.....	.....	.....	.....	1,077
	Aguada.....	242	68	45	.....	.....	.....	.....	.....	355
	Isabela.....	296	157	84	18	.....	.....	.....	.....	555
	District.....	1,102	541	326	18	.....	.....	.....	.....	1,987
14	San Sebastian.....	411	211	90	.....	.....	.....	.....	.....	712
	Lares.....	368	192	102	.....	.....	.....	.....	.....	662
	Las Marias.....	357	126	37	.....	.....	.....	.....	.....	520
	District.....	1,136	529	229	.....	.....	.....	.....	.....	1,894
15	Utua.....	572	369	292	35	.....	.....	.....	.....	1,268
	Adjuntas.....	342	142	101	13	.....	.....	.....	.....	598
	District.....	914	511	393	48	.....	.....	.....	.....	1,866
16	Arecibo.....	894	406	151	.....	.....	.....	.....	.....	1,451
	Camuy.....	330	247	92	.....	.....	.....	.....	.....	669
	District.....	1,224	653	243	.....	.....	.....	.....	.....	2,120
17	Manati.....	465	215	78	4	.....	8	.....	.....	770
	Ciales.....	368	123	63	6	.....	.....	.....	.....	560
	Morovis.....	240	115	83	.....	.....	.....	.....	.....	438
	District.....	1,073	453	224	10	.....	8	.....	.....	1,768
18	Toa Alta.....	503	170	96	4	.....	.....	.....	.....	773
	Vega Baja.....	331	158	128	.....	.....	.....	.....	.....	617
	District.....	834	328	224	4	.....	.....	.....	.....	1,390
19	Bayamon.....	1,185	479	215	9	.....	.....	.....	.....	1,888
	Total.....	20,153	8,783	4,130	221	20	22	.....	.....	33,329

COMMON SCHOOLS.

1	San Juan.....	1,515	740	472	267	159	101	41	33	3,328
	Rio Piedras.....	447	222	100	49	36	17	.....	.....	871
	District.....	1,962	962	572	316	195	118	41	33	4,199
2	Carolina.....	654	358	223	53	28	13	12	7	1,348
	Rio Grande.....	753	434	266	106	60	46	10	.....	1,675
	District.....	1,407	792	489	159	88	59	22	7	3,023
3	Fajardo.....	626	371	323	94	69	38	46	22	1,589
	Naguabo.....	274	134	116	66	17	11	.....	.....	618
	Vieques.....	349	206	80	34	8	12	.....	.....	689
	Culebra.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	District.....	1,249	711	519	194	94	61	46	22	2,896

TABLE VI.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

COMMON SCHOOLS—Continued.

School district.	Locality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
4	Humacao.....	680	289	131	69	26	25	23	15	1,258
	Yabucoa.....	445	176	107	52	30	.....	35	13	858
	Patillas.....	443	121	52	20	7	.....	.....	.....	443
	District.....	1,368	586	290	141	63	25	58	28	2,559
5	Caguas.....	838	568	247	157	37	28	21	10	1,906
	San Lorenzo.....	566	207	153	110	25	.....	.....	.....	1,061
	Aguas Buenas.....	279	58	39	10	.....	.....	.....	.....	336
	District.....	1,683	833	439	277	62	28	21	10	3,353
6	Guayama.....	886	478	250	94	38	28	14	.....	1,788
	Cayey.....	772	327	225	97	63	24	27	.....	1,535
	District.....	1,658	805	475	191	101	52	41	.....	3,323
7	Aibonito.....	432	211	79	18	31	19	.....	.....	790
	Comerio.....	429	185	44	30	6	.....	.....	.....	694
	Barros.....	540	287	142	27	11	15	.....	.....	1,022
	District.....	1,401	683	265	75	48	34	.....	.....	2,506
8	Coamo.....	670	443	319	66	42	7	10	.....	1,557
	Juana Diaz.....	622	271	151	46	24	11	14	.....	1,139
	Santa Isabel.....	244	189	91	40	12	.....	.....	.....	576
	District.....	1,536	903	561	152	78	18	24	.....	3,272
9	Ponce.....	2,826	1,640	767	276	204	78	42	32	5,865
10	Yauco.....	928	351	217	86	74	31	15	.....	1,702
	Sabana Grande.....	461	270	84	44	22	32	18	.....	931
	District.....	1,389	621	301	130	96	63	33	.....	2,633
11	San German.....	737	340	235	89	101	34	26	14	1,576
	Lajas.....	388	187	123	38	21	9	.....	.....	766
	Cabo Rojo.....	695	301	158	67	20	19	.....	6	1,266
	District.....	1,820	828	516	194	142	62	26	20	3,608
12	Mayaguez.....	1,507	748	460	153	84	73	21	43	3,089
	Añasco.....	770	305	179	101	58	8	22	.....	1,443
	Maricao.....	316	108	64	15	.....	.....	.....	.....	503
	District.....	2,593	1,161	703	269	142	81	43	43	5,035
13	Aguadilla.....	1,075	537	321	71	19	16	12	5	2,056
	Aguada.....	369	132	74	30	11	.....	.....	.....	616
	Isabela.....	410	213	120	36	24	15	12	.....	830
	District.....	1,854	882	515	137	54	31	24	5	3,502
14	San Sebastian.....	607	263	145	32	27	9	.....	8	1,091
	Lares.....	545	250	130	44	56	11	17	.....	1,053
	Las Marias.....	429	143	46	18	.....	.....	.....	.....	636
	District.....	1,581	656	321	94	83	20	17	8	2,780
15	Utua.....	768	557	381	108	28	13	8	.....	1,863
	Adjuntas.....	476	277	168	59	19	18	26	.....	1,043
	District.....	1,244	834	549	167	47	31	34	.....	2,906
16	Arecibo.....	1,510	646	368	68	51	23	.....	21	2,687
	Camuy.....	748	382	198	59	36	19	.....	.....	1,442
	District.....	2,258	1,028	566	127	87	42	.....	21	4,129
17	Manatí.....	655	411	147	89	18	19	.....	10	1,349
	Ciales.....	601	152	129	31	7	11	.....	.....	931
	Morovis.....	294	135	107	20	15	.....	.....	.....	571
	District.....	1,550	698	383	140	40	30	.....	10	2,851

TABLE VI.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

COMMON SCHOOLS—Continued.

School district.	Locality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
18	Toa Alta.....	833	298	162	34	50	20	.....	.....	1,397
	Vega Baja.....	624	347	228	85	15	48	8	.....	1,355
	District.....	1,457	645	390	119	65	68	8	.....	2,752
19	Bayamon.....	2,034	752	398	77	35	10	14	.....	3,320
	Total.....	32,870	16,020	9,019	3,235	1,724	911	494	239	64,512

SPECIAL SCHOOLS—HIGH.

Locality.	Under 5 years.	5, 6, and 7 years.	8, 9, and 10 years.	11, 12, and 13 years.	14 to 18 years.	Over 18 years.	Enrollment.	9	10	11	12
San Juan.....				4	62	5	71	37	13	16	5
Ponce.....				3	38	2	43	18	15	10	.....
Mayaguez.....				1	33	3	37	25	12	.....	.....
Total high.....				8	133	10	151	80	40	26	5

SPECIAL SCHOOLS—INDUSTRIAL.

Locality.	Under 5 years.	5, 6, and 7 years.	8, 9, and 10 years.	11, 12, and 13 years.	14 to 18 years.	Over 18 years.	Enrollment.	Preparatory.	First year.	Second year.	Third year.
San Juan.....				25	162	21	208	56	49	67	36
Guayama.....				15	83	17	115	59	34	22	.....
Ponce.....				26	127	1	154	40	46	37	31
Mayaguez.....			3	55	110	6	174	33	26	39	76
Arecibo.....			2	22	98	22	144	107	20	1	16
Total industrial.....			5	143	580	67	795	295	175	166	159

TABLE VI.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

SPECIAL SCHOOLS—NIGHT.

District.	Under 5 years.	5, 6, and 7 years.	8, 9, and 10 years.	11, 12, and 13 years.	14 to 18 years.	Over 18 years.	Enrollment.	1	2	3	4	5	6
San Juan.....			14	55	95	61	225	112	113				
Carolina.....			7	18	18		43	43					
Rio Grande.....				3	19	18	40	23	17				
District.....			7	21	37	18	83	66	17				
Fajardo.....		9	14	34	34	5	96	68	28				
Naguabo.....			11	13	16	1	41	41					
District.....		9	25	47	50	6	137	109	28				
Humacao.....		1	15	35	35	8	94	47	21	26			
Caguas.....				12	63	2	77	77					
San Lorenzo.....			3	11	32	13	59	59					
District.....			3	23	95	15	136	136					
Guayama.....			2	23	66	20	111	69		42			
Cayey.....			3	18	40	11	72	44	28				
District.....			5	41	106	31	183	113	28	42			
Aibonito.....					10	10	20	20					
Coamo.....			1	18	22	11	52	19	33				
Juana Diaz.....		2	16	24	43	10	95	77	18				
District.....		2	17	42	65	21	147	96	51				
Ponce.....					269	108	377	312	65				
Yauco.....		2	45	41	98	17	203	203					
Sabana Grande.....			23	37	28	1	89	89					
District.....		2	68	78	126	18	292	292					
San German.....				11	34	38	83	42	28	13			
Lajas.....					22	15	37	16	13	5	3		
District.....				11	56	53	120	58	41	18	3		
Mayaguez.....				15	57	13	85	36	35	14			
Añasco.....				8	50	29	87	65	22				
District.....				23	107	42	172	101	57	14			
Aguadilla.....				7	64	32	103	77	26				
San Sebastian.....				18	44	34	96	48	31	17			
Lares.....		1	12	30	49	28	120	91	25	4			
District.....		1	12	48	93	62	216	139	56	21			
Utuado.....			2	5	30	56	93	50	34	9			
Adjuntas.....				9	24	26	59	40	19				
District.....			2	14	54	82	152	90	53	9			
Arecibo.....				1	9	37	47	47					
Manati.....				6	23	47	76	50	26				
Toa Alta.....					6	44	50	35	15				
Bayamon.....		1		18	47	29	95	32	11	43			9
Total night.....		16	168	470	1,347	724	2,725	1,932	608	173	3		9

TABLE VI.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

SPECIAL SCHOOLS—AGRICULTURAL.

District.	Under 5 years.	5, 6, and 7 years.	8, 9, and 10 years.	11, 12, and 13 years.	14 to 18 years.	Over 18 years.	Enrollment.	1	2	3	4	5	6
Carolina.....		11	16	20	9	.....	56	30	13	13	.....	.....	.....
Guayama.....	4	15	25	11	2	.....	57	52	5	.....	.....	.....	.....
Barros.....		13	34	37	27	.....	111	44	16	21	22	.....	8
Ponce.....			8	37	20	.....	65	15	40	10	.....	.....	.....
Sabana Grande.....		5	27	23	1	.....	56	40	16	.....	.....	.....	.....
Lajas.....		12	35	14	5	.....	66	45	15	6	.....	.....	.....
Cabo Rojo.....		9	28	19	11	.....	67	39	20	8	.....	.....	.....
Camuy.....		9	19	19	14	.....	61	29	32	.....	.....	.....	.....
Toa Alta.....		7	34	22	6	.....	69	27	27	.....	15	.....	.....
Bayamon.....		14	24	20	6	.....	64	30	21	13	.....	.....	.....
Total agricultural.....	4	95	250	222	101	.....	672	351	205	71	37	.....	8

SUMMARY ISLAND, SPECIAL SCHOOLS.

Under 5 years.....	4
5, 6, and 7 years.....	111
8, 9, and 10 years.....	423
11, 12, and 13 years.....	843
14 to 18 years.....	2,161
Over 18 years.....	801
Enrollment.....	4,343

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment.*

School Year, 1904-5.

GRADED SCHOOLS.

School district.	Locality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
1	San Juan.....		327	962	1,128	392	5	2,814
	Rio Piedras.....		12	112	178	69	.....	371
	District.....		339	1,074	1,306	461	5	3,185
2	Carolina.....	2	97	166	181	68	2	516
	Rio Grande.....		68	152	177	87	.....	484
	District.....	2	165	318	358	155	2	1,000
3	Fajardo.....		147	364	334	152	8	1,005
	Naguabo.....		13	71	92	41	.....	217
	Vieques.....						.....	
	Culebra.....		52	145	123	26	.....	346
	District.....		212	580	549	219	8	1,568
4	Humacao.....	1	93	246	235	57	1	633
	Yabucoa.....		17	100	161	66	.....	344
	Patillas.....		7	59	53	9	.....	128
	District.....	1	117	405	449	132	1	1,105
5	Caguas.....		50	394	376	108	1	929
	San Lorenzo.....		152	259	125	13	.....	549
	Agua Buenas.....		19	46	50	16	.....	131
	District.....		221	699	551	137	1	1,609

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment—Continued.*

GRADED SCHOOLS—Continued.

School district.	Locality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
6	Guayama.....		103	449	452	113	2	1,119
	Cayey.....		90	345	355	113	3	906
	District.....		193	794	807	226	5	2,025
7	Albionito.....		55	186	130	13		384
	Comerio.....	1	60	130	106	25		322
	Barros.....	1	79	106	94	47		327
	District.....	2	194	422	330	85		1,033
8	Coamo.....		130	279	222	33		664
	Juana Diaz.....		52	125	177	52		406
	Santa Isabel.....		35	104	114	32		285
	District.....		217	508	513	117		1,355
9	Ponce.....		243	1,173	1,447	575		3,438
10	Yauco.....		140	316	272	121	2	851
	Sabana Grande.....		52	184	184	111		531
	District.....		192	500	456	232	2	1,382
11	San German.....		80	259	288	171	6	804
	Lajas.....		42	77	97	49		265
	Cabo Rojo.....	2	98	253	173	64		590
	District.....	2	220	589	558	284	6	1,659
12	Mayaguez.....		155	605	601	257	1	1,619
	Añasco.....		117	244	238	99		688
	Maricao.....	1	64	58	36	21		180
	District.....	1	336	907	875	377	1	2,497
13	Aguadilla.....	1	115	388	344	128	3	979
	Aguada.....		58	84	83	35	1	261
	Isabela.....		59	82	93	41		275
	District.....	1	232	554	520	204	4	1,515
14	San Sebastian.....		77	154	118	30		379
	Lares.....		49	140	119	82	1	391
	Las Marias.....		50	52	11	3		116
	District.....		176	346	248	115	1	886
15	Utua.....		93	208	214	80		595
	Adjuntas.....		95	156	114	80		445
	District.....		188	364	328	160		1,040
16	Arecibo.....		142	457	481	154	2	1,236
	Camuy.....		175	273	193	96	36	773
	District.....		317	730	674	250	38	2,009
17	Manati.....		21	209	271	78		579
	Ciales.....	2	91	139	109	30		371
	Morovis.....		10	50	53	20		133
	District.....	2	122	398	433	128		1,083
18	Toa Alta.....		181	257	140	46		624
	Vega Baja.....		199	298	169	72		738
	District.....		380	555	309	118		1,362
19	Bayamon.....	15	334	588	360	135		1,432
	Total.....	26	4,398	11,504	11,071	4,110	74	31,183

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment—Continued.*

RURAL SCHOOLS.

School district.	Locality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
1	San Juan.....		118	204	154	38		514
	Rio Piedras.....	2	71	211	157	57	2	500
	District.....	2	189	415	311	95	2	1,014
2	Carolina.....		174	317	256	84	1	832
	Rio Grande.....	2	235	473	358	122	1	1,191
	District.....	2	409	790	614	206	2	2,023
3	Fajardo.....		120	223	169	72		584
	Naguabo.....		62	144	129	66		401
	Vieques.....		115	164	58	6		343
	Culebra.....							
	District.....		297	531	356	144		1,328
4	Humacao.....	6	104	230	146	47	2	625
	Yabucoa.....		104	249	146	15		514
	Patillas.....	2	83	132	78	19	1	315
	District.....	8	381	611	370	81	3	1,454
5	Caguas.....	2	231	449	272	23		977
	San Lorenzo.....		131	233	122	26		512
	Aguas Buenas.....		49	121	63	22		255
	District.....	2	411	803	457	71		1,744
6	Guayama.....		122	274	226	47		669
	Cayey.....		120	285	188	36		629
	District.....		242	559	414	83		1,298
7	Aibonito.....		67	169	129	41		406
	Comerio.....	4	99	161	99	9		372
	Barros.....		132	274	207	82		695
	District.....	4	298	604	435	132		1,473
8	Coamo.....		99	355	354	85		893
	Juana Diaz.....	2	87	309	264	71		733
	Santa Isabel.....		58	125	90	18		291
	District.....	2	244	789	708	174		1,917
9	Ponce.....		331	956	895	243	2	2,427
10	Yauco.....		146	353	289	63		851
	Sabana Grande.....		81	191	110	18		400
	District.....		227	544	399	81		1,251
11	San German.....	1	173	286	241	71		772
	Lajas.....	2	81	193	159	59	7	501
	Cabo Rojo.....	1	116	283	224	52		676
	District.....	4	370	762	624	182	7	1,949
12	Mayaguez.....		223	593	534	120		1,470
	Añasco.....		159	282	250	54		745
	Maricao.....	1	83	120	106	13		323
	District.....	1	465	995	890	187		2,538
13	Aguadilla.....		128	419	369	159	2	1,077
	Aguada.....		72	153	99	31		355
	Isabela.....		68	224	177	86		555
	District.....		268	796	645	276	2	1,987
14	San Sebastian.....	4	121	292	230	64	1	712
	Lares.....		93	277	197	94	1	662
	Las Marias.....		91	197	172	60		520
	District.....	4	305	766	599	218	2	1,894

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment—Continued.*

RURAL SCHOOLS—Continued.

School district.	Locality.	Age (years).						Enroll-ment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
15	Utuaio.....	1	197	505	394	170	1	1,268
	Adjuntas.....		97	229	208	64		598
	District.....	1	294	734	602	234	1	1,866
16	Arecibo.....	6	193	639	479	134		1,451
	Camuy.....		93	257	239	80		669
	District.....	6	286	896	718	214		2,120
17	Manati.....		149	317	238	65	1	770
	Ciales.....	1	87	245	169	58		560
	Morovis.....		71	160	149	58		438
	District.....	1	307	722	556	181	1	1,768
18	Toa Alta.....	1	138	301	262	71		773
	Vega Baja.....		119	249	209	40		617
	District.....	1	257	550	471	111		1,390
19	Bayamon.....	3	357	811	545	171	1	1,888
	Total.....	41	5,938	13,634	10,609	3,084	23	33,329

COMMON SCHOOLS.

1	San Juan.....		445	1,166	1,282	430	5	3,328
	Rio Piedras.....	2	83	323	335	126	2	871
	District.....	2	528	1,489	1,617	556	7	4,199
2	Carolina.....	2	271	483	437	152	3	1,348
	Rio Grande.....	2	303	625	535	209	1	1,675
	District.....	4	574	1,108	972	361	4	3,023
3	Fajardo.....		267	587	503	224	8	1,589
	Naguabo.....		75	215	221	107		618
	Vieques.....		167	309	181	32		689
	Culebra.....							
4	District.....		509	1,111	905	363	8	2,896
	Humacao.....	7	287	476	381	104	3	1,258
	Yabucoa.....		121	349	307	81		858
	Patillas.....	2	90	191	131	28	1	443
	District.....	9	498	1,016	819	213	4	2,559
5	Caguas.....	2	281	843	648	131	1	1,906
	San Lorenzo.....		283	492	247	39		1,061
	Agua Buenas.....		68	167	113	38		386
	District.....	2	632	1,502	1,008	208	1	3,353
6	Guayama.....		225	723	678	160	2	1,788
	Cayey.....		210	630	543	149	3	1,535
	District.....		435	1,353	1,221	309	5	3,323
7	Aibonito.....		122	355	259	54		790
	Comerio.....	5	159	291	205	34		694
	Barros.....	1	211	380	301	129		1,022
	District.....	6	492	1,026	765	217		2,506
8	Coamo.....		229	634	576	118		1,557
	Juana Diaz.....	2	139	434	441	123		1,139
	Santa Isabel.....		93	229	204	50		576
	District.....	2	461	1,297	1,221	291		3,272
9	Ponce.....		574	2,129	2,342	818	2	5,865

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment—Continued.*

COMMON SCHOOLS—Continued.

School district.	Locality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
10	Yauco		286	669	561	184	2	1,702
	Sabana Grande		133	375	294	129		931
	District		419	1,044	855	313	2	2,633
11	San German	1	253	545	529	242	6	1,576
	Lajas	2	123	270	256	108	7	766
	Cabo Rojo	3	214	536	397	116		1,266
	District	6	590	1,351	1,182	466	13	3,608
12	Mayaguez		378	1,198	1,135	377	1	3,089
	Añasco		276	526	488	153		1,443
	Maricao	2	147	178	142	34		503
	District	2	801	1,902	1,765	564	1	5,035
13	Aguadilla	1	243	807	713	287	5	2,056
	Aguada		130	237	182	66	1	616
	Isabela		127	306	270	127		830
	District	1	500	1,350	1,165	480	6	3,502
14	San Sebastian	4	198	446	348	94	1	1,091
	Lares		142	417	316	176	2	1,053
	Las Marias		141	249	183	63		636
	District	4	481	1,112	847	333	3	2,780
15	Utua	1	290	713	608	250	1	1,863
	Adjuntas		192	385	322	144		1,043
	District	1	482	1,098	930	394	1	2,906
16	Arecibo	6	335	1,096	960	288	2	2,687
	Camuy		268	530	432	176	36	1,442
	District	6	603	1,626	1,392	464	38	4,129
17	Manati		170	526	509	143	1	1,349
	Ciales	3	178	384	278	88		931
	Morovis		81	210	202	78		571
	District	3	429	1,120	989	309	1	2,851
18	Toa Alta	1	319	558	402	117		1,397
	Vega Baja		318	547	378	112		1,355
	District	1	637	1,105	780	229		2,752
19	Bayamon	18	691	1,399	905	306	1	3,320
	Total	67	10,336	25,138	21,680	7,194	97	64,512

SPECIAL SCHOOLS.

1	San Juan			14	84	319	87	504
	Carolina		11	23	38	27		99
2	Rio Grande				3	19	18	40
	District		11	23	41	46	18	139
3	Fajardo		9	14	34	34	5	96
	Naguabo			11	13	16	1	41
	District		9	25	47	50	6	137
4	Humacao		1	15	35	35	8	94
	Caguas				12	63	2	77
5	San Lorenzo			3	11	32	13	59
	District			3	23	95	15	136

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment—Continued.*

SPECIAL SCHOOLS—Continued.

School district.	Locality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
6	Guayama.....	4	15	27	49	151	37	283
	Cayey.....			3	18	40	11	72
	District.....	4	15	30	67	191	48	355
7	Aibonito.....					10	10	20
	Barros.....		13	34	37	27		111
	District.....		13	34	37	37	10	131
8	Coamo.....			1	18	22	11	52
	Juana Diaz.....		2	16	24	43	10	95
	District.....		2	17	42	65	21	147
9	Ponce.....			8	66	454	111	639
10	Yauco.....		2	45	41	98	17	203
	Sabana Grande.....		5	50	60	29	1	145
	District.....		7	95	101	127	18	348
11	San German.....				11	34	38	83
	Lajas.....		12	35	14	27	15	103
	Cabo Rojo.....		9	28	19	11		67
	District.....		21	63	44	72	53	253
12	Mayaguez.....			3	71	200	22	296
	Añasco.....				8	50	29	87
	District.....			3	79	250	51	383
13	Aguadilla.....				7	64	32	103
14	San Sebastian.....				18	44	34	96
	Lares.....		1	12	30	49	28	120
	District.....		1	12	48	93	62	216
15	Utüado.....			2	5	30	56	93
	Adjuntas.....				9	24	26	59
	District.....			2	14	54	82	152
16	Arecibo.....			2	23	107	59	191
	Camuy.....		9	19	19	14		61
	District.....		9	21	42	121	59	252
17	Manati.....				6	23	47	76
18	Toa Alta.....		7	34	22	12	44	119
19	Bayamon.....		15	24	38	53	29	159
	Total.....	4	111	423	843	2,161	801	4,343

COMMON SCHOOLS AND SPECIAL SCHOOLS.

1	San Juan.....		445	1,180	1,366	749	92	3,832
	Rio Piedras.....	2	83	323	335	126	2	871
	District.....	2	528	1,503	1,701	875	94	4,703
2	Carolina.....	2	282	506	475	179	3	1,447
	Rio Grande.....	2	303	625	538	228	19	1,715
	District.....	4	585	1,131	1,013	407	22	3,162
3	Fajardo.....		276	601	537	258	13	1,685
	Naguabo.....		75	226	234	123	1	659
	Vieques.....		167	309	181	32		689
	Culebra.....							
	District.....		518	1,136	952	413	14	3,033

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment—Continued.*

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Locality.	Age (years).						Enroll-ment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
4	Humacao.....	7	288	491	416	139	11	1,352
	Yabucoa.....		121	349	307	81		858
	Patillas.....	2	90	191	131	28	1	443
	District.....	9	499	1,031	854	248	12	2,653
5	Caguas.....	2	281	843	660	194	3	1,983
	San Lorenzo.....		283	495	258	71	13	1,120
	Agua Buenas.....		68	167	113	38		386
	District.....	2	632	1,505	1,031	303	16	3,489
6	Guayama.....	4	240	750	727	311	39	2,071
	Cayey.....		210	633	561	189	14	1,607
	District.....	4	450	1,383	1,288	500	53	3,678
7	Aibonito.....		122	355	259	64	10	810
	Comerio.....	5	159	291	205	34		694
	Barros.....	1	224	414	338	156		1,133
	District.....	6	505	1,060	802	254	10	2,637
8	Coamo.....		229	635	594	140	11	1,609
	Juana Diaz.....	2	141	450	465	166	10	1,234
	Santa Isabel.....		93	229	204	50		576
	District.....	2	463	1,314	1,263	356	21	3,419
9	Ponce.....		574	2,137	2,408	1,272	113	6,504
10	Yauco.....		288	714	602	282	19	1,905
	Sabana Grande.....		138	425	354	158	1	1,076
	District.....		426	1,139	956	440	20	2,981
11	San German.....	1	253	545	540	276	44	1,659
	Lajas.....	2	135	305	270	135	22	869
	Cabo Rojo.....	3	223	564	416	127		1,333
	District.....	6	611	1,414	1,226	538	66	3,861
12	Mayaguez.....		378	1,201	1,206	577	23	3,385
	Añasco.....		276	526	496	203	29	1,530
	Maricao.....	2	147	178	142	34		503
	District.....	2	801	1,905	1,844	814	52	5,418
13	Aguadilla.....	1	243	807	720	351	37	2,159
	Aguada.....		130	237	182	66	1	616
	Isabela.....		127	306	270	127		830
	District.....	1	500	1,350	1,172	544	38	3,605
14	San Sebastian.....	4	198	446	366	138	35	1,187
	Lares.....		143	429	346	225	30	1,173
	Las Marias.....		141	249	183	63		636
	District.....	4	482	1,124	895	426	65	2,996
15	Utua.....	1	290	715	613	280	57	1,956
	Adjuntas.....		192	385	331	168	26	1,102
	District.....	1	482	1,100	944	448	83	3,058
16	Arecibo.....	6	335	1,098	983	395	61	2,878
	Camuy.....		277	549	451	190	36	1,503
	District.....	6	612	1,647	1,434	585	97	4,381
17	Manati.....		170	526	515	166	48	1,425
	Ciales.....	3	178	384	278	88		931
	Morovis.....		81	210	202	78		571
	District.....	3	429	1,120	995	332	48	2,927

TABLE VII.—*Distribution (pupils) by age, common schools, and special schools, including reënrollment—Continued.*

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Locality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
18	Toa Alta.....	1	326	592	424	129	44	1,516
	Vega Baja.....		318	547	378	112	.....	1,355
	District.....	1	644	1,139	802	241	44	2,871
19	Bayamon.....	18	706	1,423	943	359	30	3,479
	Total.....	71	10,447	25,561	22,523	9,355	898	68,855

PRISON RURAL SCHOOLS (ALL MALES).

	Enrollment.			Age (years).					Grade.		
	White.	Colored.	Total.	8, 9, and 10	11, 12, and 13	14 to 18	Over 18	Total.	1	2	Total.
San Juan.....	144	151	295	5	49	120	121	295	179	116	295
Ponce.....	119	33	152	1	8	28	115	152	119	33	152
Total.....	263	184	447	6	57	148	236	447	298	149	447

AVERAGE DAILY ENROLLMENT AND AVERAGE DAILY ATTENDANCE.

	Average daily enrollment per school.	Average daily attendance per school.
San Juan.....	50.25	50.08
Ponce.....	40.90	38.41
Total.....	49.81	47.59

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools.*

School year 1904-5.

COMMON SCHOOLS.

School district.	Locality.	Males.							Females.							Grand total.
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	
1	WHITE.															
	San Juan.....	3	6	1	1			11	3	47	7	7		5	69	80
	Rio Piedras.....	1	4	3	1			9		1	3	1				14
	District.....	4	10	4	2			20	3	48	10	8		5	74	94
2	Carolina.....	1	4	13	2	1		21	3						3	24
	Rio Grande.....		5	15	1			21	3	3	1				7	28
	District.....	1	9	28	3	1		42		6	3	1			10	52
3	Fajardo.....	1	6	7	1			15	6	3	1				10	25
	Naguabo.....		1	4				5	1	1	1				3	8
	Vieques.....		3	3	1			7	1	2	1				3	10
4	District.....	1	10	14	2			27		8	6	2			16	43
	Humacao.....	1	5	7	1			14	5	4	2				11	25
	Yabucoa.....	1	3	5	1			10	3	4	1				8	18
	Patillas.....		1	4	1			6	1	1					2	8
5	District.....	2	9	16	3			30		9	9	3			21	51
	Caguas.....	1	8	8	1			18	6	4	3				13	31
	San Lorenzo.....		4	7	1			12	3	1	1				5	17
	Agua Buenas.....			3				3	1	1	1				3	6
6	District.....	1	12	18	2			33		10	6	5			21	54
	Guayama.....	2	7	6	2	1		18	6	3	2				11	29
	Cayey.....	1	11	3				15	3	5	2				10	25
	District.....	3	18	9	2	1		33		9	8	4			21	54
7	Aibonito.....		3	6	1			10	2	1					3	13
	Comerio.....		3	6	2			11	1	1					2	13
	Barros.....		6	10	1	2		19			1				1	20
	District.....		12	22	4	2		40		3	2	1			6	46
8	Coamo.....		4	13				17	4	3	2				9	26
	Juana Diaz.....		2	8				10	3	3	2				8	18
	Santa Isabel.....		3	2	1			6	1	2					3	9
	District.....		9	23	1			33		8	8	4			20	53
9	Ponce.....	5	10	19		1		35	34	20	1		3	58	93	
	Yauco.....	1	6	10	1			18	6	3	2				11	29
	Sabana Grande.....	1	5	2				8	2	5	1				8	16
	District.....	2	11	12	1			26		8	8	3			19	45
10	San German.....	1	3	1	1			6	6	6	2				14	20
	Lajas.....			9				9	1	1					2	11
	Cabo Rojo.....		4	12	1			17		1	2				3	20
	District.....	1	7	22	2			32		8	9	2			19	51
11	Mayaguez.....	1	11	10				22	10	13	3		2	28	50	
	Añasco.....	1	6	7	1			15	2	4				6	21	
	Maricao.....		2	3	2			7							7	
	District.....	2	19	20	3			44		12	17	3		2	34	78
12	Agua de Dios.....	1	4	13				18	6	2	3			11	29	
	Agua de Dios.....		2	5	1			8	1	1				2	10	
	Isabela.....		4	6				10		3	1			4	14	
	District.....	1	10	24	1			36		7	6	4			17	53

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

COMMON SCHOOLS—Continued.

School district.	Locality.	Males.							Females.							Grand total.
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	
	WHITE—continued.															
14	San Sebastian.....	1	3	10	1	.....	.....	15	.....	1	2	.....	.....	.....	3	18
	Lares.....	1	4	5	.....	.....	.....	10	.....	.....	5	1	.....	.....	6	16
	Las Marias.....	.....	1	4	1	.....	.....	6	.....	1	1	.....	.....	.....	2	8
	District.....	2	8	19	2	.....	.....	31	.....	2	8	1	.....	.....	11	42
15	Utuado.....	1	7	19	2	.....	.....	29	.....	2	2	.....	.....	.....	4	33
	Adjuntas.....	.....	4	7	.....	.....	.....	11	.....	2	2	2	.....	.....	6	17
	District.....	1	11	26	2	.....	.....	40	.....	4	4	2	.....	.....	10	50
16	Arecibo.....	1	8	16	.....	.....	.....	25	.....	9	4	3	.....	.....	16	41
	Camuy.....	.....	9	9	1	1	.....	20	.....	2	3	2	.....	.....	7	27
	District.....	1	17	25	1	1	.....	45	.....	11	7	5	.....	.....	23	68
17	Manati.....	.....	5	9	1	.....	.....	15	.....	6	2	1	.....	.....	9	24
	Cruces.....	.....	3	6	1	.....	.....	10	.....	2	2	.....	.....	.....	4	14
	Morovis.....	.....	.....	6	.....	.....	.....	6	.....	.....	1	.....	.....	.....	1	7
	District.....	.....	8	21	2	.....	.....	31	.....	8	5	1	.....	.....	14	45
18	Toa Alta.....	.....	3	7	3	1	.....	14	.....	5	3	.....	.....	.....	8	22
	Vega Baja.....	.....	6	6	1	.....	.....	13	.....	1	1	1	.....	.....	3	16
	District.....	.....	9	13	4	1	.....	27	.....	6	4	1	.....	.....	11	38
19	Bayamon.....	1	1	17	3	1	.....	23	.....	8	8	1	.....	.....	17	40
	Total.....	28	200	352	40	8	.....	628	3	209	148	52	.....	10	422	1,050
	COLORED.															
1	San Juan.....	.....	1	1	.....	.....	.....	2	.....	1	2	.....	.....	.....	3	5
	Rio Piedras.....	.....	1	.....	.....	.....	.....	1	.....	.....	2	.....	.....	.....	2	3
	District.....	.....	2	1	.....	.....	.....	3	.....	1	4	.....	.....	.....	5	8
2	Rio Grande.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	1
3	Fajardo.....	.....	1	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1	2
	Naguabo.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
	Vieques.....	.....	1	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	2
	District.....	.....	3	.....	.....	.....	.....	3	.....	1	1	.....	.....	.....	2	5
5	Caguas.....	.....	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	2
	San Lorenzo.....	.....	1	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1	2
	Aguas Buenas.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1	1
	District.....	.....	1	1	.....	.....	.....	2	.....	2	1	.....	.....	.....	3	5
6	Guayama.....	.....	1	2	.....	.....	.....	3	.....	1	.....	.....	.....	.....	1	4
	Cayey.....	.....	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	2
	District.....	.....	1	3	.....	.....	.....	4	.....	1	1	.....	.....	.....	2	6
7	Aibonito.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
	Barros.....	.....	.....	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	2
	District.....	.....	1	2	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	3
8	Coamo.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
	Juana Diaz.....	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	2
	Santa Isabel.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
	District.....	.....	1	2	.....	.....	.....	3	.....	1	.....	.....	.....	.....	1	4
9	Ponce.....	.....	1	2	.....	.....	.....	3	.....	1	2	.....	.....	.....	3	6

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

COMMON SCHOOLS—Continued.

School district.	Locality.	Males.						Females.						Grand total.		
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.		Music and drawing.	Total.
	COLORED—continued.															
10	Sabana Grande.....					1		1			1				1	2
11	San German.....			3				3		1	4				5	8
	Lajas.....		1	2				3							2	2
	Cabo Rojo.....	1						3							3	3
	District.....	1	1	6				8		1	4				5	13
12	Mayaguez.....			2				2		1	2				3	4
	Maricao.....			1				1							2	2
	District.....			3				3		1	2				3	6
13	Aguadilla.....		2	2				4								4
	Aguada.....			1				1		1					1	2
	Isabela.....														1	1
	District.....		2	3				5		2					2	7
14	Las Marias.....			3				3								3
15	Utuado.....										1				1	1
	Adjuntas.....	1						1								1
	District.....	1						1			1				1	2
16	Arecibo.....			2				2		1	2				3	5
	Camuy.....		1					1								1
	District.....		1	2				3		1	2				3	6
17	Manati.....			2				2			1				1	3
	Morovis.....		1					1		1					1	2
	District.....		1	2				3		1	1				2	5
18	Toa Alta.....		1					1								1
	Vega Baja.....		1	2				3			2				2	5
	District.....		2	2				4			2				2	6
19	Bayamon.....	1	3	2				6		4	3	1			8	14
	Total.....	3	20	34		1		58		17	26	1			44	102

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

SPECIAL SCHOOLS, BY SEX.

School district.	Locality.	Males.					Females.					Grand total.
		High.	Night. ^a	Night. ^b	Industrial.	Total.	High.	Night. ^a	Night, exclusive of duplicates. ^b	Industrial.	Total.	
1	San Juan.....	5	1	....	5	10	2	4	.....	5	7	17
2	Carolina.....	....	1	....	....	....	....	....	....	....	....	....
	Rio Grande.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	2	....	....	....	....	....	....	....	....	....
3	Fajardo.....	....	1	....	....	....	....	....	....	....	....	....
	Naguabo.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	2	....	....	....	....	....	....	....	....	....
4	Humacao.....	....	3	....	....	....	....	....	....	....	....	....
5	Caguas.....	....	1	....	....	....	....	....	....	....	....	....
	San Lorenzo.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	2	....	....	....	....	....	....	....	....	....
6	Guayama.....	....	1	1	4	5	....	....	....	4	4	9
	Cayey.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	1	1	4	5	....	....	....	4	4	9
7	Aibonito.....	....	1	....	....	....	....	....	....	....	....	....
8	Coamo.....	....	1	....	....	....	....	....	....	....	....	....
	Juana Diaz.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	2	....	....	....	....	....	....	....	....	....
9	Ponce.....	3	1	....	4	7	1	5	.....	6	7	14
10	Yauco.....	....	3	....	....	....	....	....	....	....	....	....
	Sabana Grande.....	....	....	....	....	....	....	1	....	....	....	....
	District.....	....	3	....	....	....	....	1	....	....	....	....
11	San German.....	....	1	....	....	....	....	....	....	....	....	....
	Lajas.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	2	....	....	....	....	....	....	....	....	....
12	Mayaguez.....	3	1	....	4	7	....	....	....	4	4	11
	Añasco.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	3	2	....	4	7	....	....	....	4	4	11
13	Aguadilla.....	....	1	....	....	....	....	....	....	....	....	....
14	San Sebastian.....	....	1	....	....	....	....	....	....	....	....	....
	Lares.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	2	....	....	....	....	....	....	....	....	....
15	Utua.....	....	1	....	....	....	....	....	....	....	....	....
	Adjuntas.....	....	1	....	....	....	....	....	....	....	....	....
	District.....	....	2	....	....	....	....	....	....	....	....	....
16	Arecibo.....	....	1	....	2	2	....	....	....	5	5	7
17	Manati.....	....	1	....	....	....	....	....	....	....	....	....
18	Toa Alta.....	....	1	....	....	....	....	....	....	....	....	....
19	Bayamon.....	....	2	....	....	....	....	....	....	....	....	....
	Total.....	11	32	1	19	31	3	10	.....	24	27	58

^a Duplicates, not included in totals.^b Not duplicates, included in totals.

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR.

School district.	Locality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Total.
WHITE.												
1	San Juan.....	6	53	8	8	...	5	7	10	5	.....	97
	Rio Piedras.....	1	5	6	2	.....	.....	.....	.....	.....	.....	14
	District.....	7	58	14	10	.....	5	7	10	5	.....	111
2	Carolina.....	1	7	13	2	1	.....	.....	.....	1	.....	24
	Rio Grande.....	.....	8	18	2	.....	.....	.....	.....	1	.....	28
	District.....	1	15	31	4	1	.....	.....	.....	2	.....	52
3	Fajardo.....	1	12	10	2	.....	.....	.....	.....	1	.....	25
	Naguabo.....	.....	2	5	1	.....	.....	.....	.....	1	.....	8
	Vieques.....	.....	4	5	1	.....	.....	.....	.....	.....	.....	10
	Culebra.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	District.....	1	18	20	4	.....	.....	.....	.....	2	.....	43
4	Humacao.....	1	10	11	3	.....	.....	.....	.....	3	.....	25
	Yabucoa.....	1	6	9	2	.....	.....	.....	.....	.....	.....	18
	Patillas.....	.....	2	5	1	.....	.....	.....	.....	.....	.....	8
	District.....	2	18	25	6	.....	.....	.....	.....	3	.....	51
5	Caguas.....	1	14	12	4	.....	.....	.....	.....	1	.....	31
	San Lorenzo.....	.....	7	8	2	.....	.....	.....	.....	1	.....	17
	Agua Buenas.....	.....	1	4	1	.....	.....	.....	.....	.....	.....	6
	District.....	1	22	24	7	.....	.....	.....	.....	2	.....	54
6	Guayama.....	2	13	9	4	1	.....	.....	8	.....	1	38
	Cayey.....	1	14	8	2	.....	.....	.....	.....	1	.....	25
	District.....	3	27	17	6	1	.....	.....	8	1	1	63
7	Aibonito.....	.....	5	7	1	.....	.....	.....	.....	1	.....	13
	Comerio.....	.....	4	7	2	.....	.....	.....	.....	.....	.....	13
	Barros.....	.....	6	10	2	2	.....	.....	.....	.....	.....	20
	District.....	.....	15	24	5	2	.....	.....	.....	.....	.....	46
8	Coamo.....	.....	8	16	2	.....	.....	.....	.....	1	.....	26
	Juana Diaz.....	.....	5	11	2	.....	.....	.....	.....	1	.....	18
	Santa Isabel.....	.....	4	4	1	.....	.....	.....	.....	.....	.....	9
	District.....	.....	17	31	5	.....	.....	.....	.....	2	.....	53
9	Ponce.....	5	44	39	1	1	3	4	10	6	.....	107
10	Yauco.....	1	12	13	3	.....	.....	.....	.....	3	.....	29
	Sabana Grande.....	1	7	7	1	.....	.....	.....	.....	1	.....	16
	District.....	2	19	20	4	.....	.....	.....	.....	4	.....	45
11	San German.....	1	9	7	3	.....	.....	.....	.....	1	.....	20
	Lajas.....	.....	1	10	.....	.....	.....	.....	.....	.....	.....	11
	Cabo Rojo.....	.....	5	14	1	.....	.....	.....	.....	.....	.....	20
	District.....	1	15	31	4	.....	.....	.....	.....	1	.....	51
12	Mayaguez.....	1	21	23	3	.....	2	3	8	.....	.....	61
	Añasco.....	1	8	11	1	.....	.....	.....	.....	1	.....	21
	Maricao.....	.....	2	3	2	.....	.....	.....	.....	.....	.....	7
	District.....	2	31	37	6	.....	.....	3	8	2	.....	89
13	Aguadilla.....	1	10	15	3	.....	.....	.....	.....	1	.....	29
	Aguada.....	.....	3	6	1	.....	.....	.....	.....	.....	.....	10
	Isabela.....	.....	4	9	1	.....	.....	.....	.....	.....	.....	14
	District.....	1	17	30	5	.....	.....	.....	.....	1	.....	53

^a Duplicates, not included in totals.^b Not duplicates, included in totals.

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR—Continued.

School district.	Locality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Total.
WHITE—continued.												
14	San Sebastian.....	1	4	12	1					1		18
	Lares.....	1	4	10	1					1		19
	Las Marias.....		2	5	1							8
	District.....	2	10	27	3					2		42
15	Utua.....	1	9	21	2					1		33
	Adjuntas.....		6	9	2					1		17
	District.....	1	15	30	4					2		50
16	Arecibo.....	1	17	20	3				7	1		48
	Camuy.....		11	12	3	1						27
	District.....	1	28	32	6	1			7	1		75
17	Manati.....		11	11	2					1		24
	Ciales.....		5	8	1							14
	Morovis.....			7								7
	District.....		16	26	3					1		45
18	Toa Alta.....		8	10	3	1						22
	Vega Baja.....		7	7	2							16
	District.....		15	17	5	1						38
19	Bayamon.....	1	9	25	4	1				2		40
	Total.....	31	409	500	92	8	10	14	43	40	1	1,108
COLORED.												
1	San Juan.....		2	3								5
	Rio Piedras.....		1	2								3
	District.....		3	5								8
2	Rio Grande.....			1								1
3	Fajardo.....		2									2
	Naguabo.....		1									1
	Vieques.....		1	1								2
	Culebra.....											
	District.....		4	1								5
5	Caguas.....			2								2
	San Lorenzo.....		2									2
	Aguas Buenas.....		1									1
	District.....		3	2								5
6	Guayama.....		2	2								4
	Cayey.....			2								2
	District.....		2	4								6
7	Aibonito.....		1									1
	Barros.....			2								2
	District.....		1	2								3
8	Coamo.....		1									1
	Juana Diaz.....		1	1								2
	Santa Isabel.....			1								1
	District.....		2	2								4
9	Ponce.....		2	4								6

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR—Continued.

School district.	Locality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Total.
	COLORED—continued.											
10	Sabana Grande.....			1		1						2
	San German.....		1	7								2
	Lajas.....		1	1						1		8
11	Cabo Rojo.....	1		2								3
	District.....	1	2	10						1		13
	Mayaguez.....		1	3								4
12	Maricao.....		2									2
	District.....		1	5								6
	Aguadilla.....		2	2								4
	Aguada.....		1	1								2
13	Isabela.....		1									1
	District.....		4	3								7
14	Las Marias.....			3								3
	Utua.....			1								1
15	Adjuntas.....	1										1
	District.....	1		1								2
	Arecibo.....		1	4								5
16	Camuy.....		1									1
	District.....		2	4								6
	Manati.....			3								3
17	Morovis.....		2									2
	District.....		2	3								5
	Toa Alta.....		1							1		1
18	Vega Baja.....		1	4								5
	District.....		2	4						1		6
19	Bayamon.....	1	7	5	1							14
	Total.....	3	37	60	1	1				2		102

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, ALL CLASSES.

School district.	Locality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Total number of teachers employed.
1	San Juan.....	6	55	11	8	.....	5	7	10	5	.....	102
	Rio Piedras.....	1	6	8	2	.....	.....	.....	.....	.....	.....	17
	District.....	7	61	19	10	.....	5	7	10	5	.....	119
2	Carolina.....	1	7	13	2	1	.....	.....	.....	1	.....	24
	Rio Grande.....	.....	8	19	2	.....	.....	.....	.....	.....	.....	29
	District.....	1	15	32	4	1	.....	.....	.....	2	.....	53
3	Fajardo.....	1	14	10	2	.....	.....	.....	.....	1	.....	27
	Naguabo.....	.....	3	5	1	.....	.....	.....	.....	1	.....	9
	Vieques.....	.....	5	6	1	.....	.....	.....	.....	.....	.....	12
	Culebra.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	District.....	1	22	21	4	.....	.....	.....	.....	2	.....	48
4	Humacao.....	1	10	11	3	.....	.....	.....	.....	3	.....	25
	Yabucoa.....	1	6	9	2	.....	.....	.....	.....	.....	.....	18
	Patillas.....	.....	2	5	1	.....	.....	.....	.....	.....	.....	8
	District.....	2	18	25	6	.....	.....	.....	.....	3	.....	51
5	Caguas.....	1	14	14	4	.....	.....	.....	.....	1	.....	33
	San Lorenzo.....	.....	9	8	2	.....	.....	.....	.....	1	.....	19
	Aguas Buenas.....	.....	2	4	1	.....	.....	.....	.....	1	.....	7
	District.....	1	25	26	7	.....	.....	.....	.....	2	.....	59
6	Guayama.....	2	15	11	4	1	.....	.....	8	.....	1	42
	Cayey.....	1	14	10	2	.....	.....	.....	.....	1	.....	27
	District.....	3	29	21	6	1	.....	.....	8	1	1	69
7	Aibonito.....	.....	6	7	1	.....	.....	.....	.....	1	.....	14
	Comerio.....	.....	4	7	2	.....	.....	.....	.....	1	.....	13
	Barros.....	.....	6	12	2	2	.....	.....	.....	.....	.....	22
	District.....	.....	16	26	5	2	.....	.....	.....	1	.....	49
8	Coamo.....	.....	9	16	2	.....	.....	.....	.....	1	.....	27
	Juana Diaz.....	.....	6	12	2	.....	.....	.....	.....	1	.....	20
	Santa Isabel.....	.....	4	5	1	.....	.....	.....	.....	.....	.....	10
	District.....	.....	19	33	5	.....	.....	.....	.....	2	.....	57
9	Ponce.....	5	46	43	1	1	3	4	10	6	.....	113
10	Yauco.....	1	12	13	3	.....	.....	.....	.....	3	.....	29
	Sabana Grande.....	1	7	8	1	1	.....	.....	.....	1	.....	18
	District.....	2	19	21	4	1	.....	.....	.....	4	.....	47
11	San German.....	1	10	14	3	.....	.....	.....	.....	1	.....	28
	Lajas.....	.....	2	11	.....	.....	.....	.....	.....	.....	.....	13
	Cabo Rojo.....	1	5	16	1	.....	.....	.....	.....	1	.....	23
	District.....	2	17	41	4	.....	.....	.....	.....	2	.....	64
12	Mayaguez.....	1	22	26	3	.....	2	3	8	1	.....	65
	Añasco.....	1	8	11	1	.....	.....	.....	.....	1	.....	21
	Maricao.....	.....	2	5	2	.....	.....	.....	.....	.....	.....	9
	District.....	2	32	42	6	.....	2	3	8	2	.....	95
13	Aguadilla.....	1	12	17	3	.....	.....	.....	.....	1	.....	33
	Aguada.....	.....	4	7	1	.....	.....	.....	.....	.....	.....	12
	Isabela.....	.....	5	9	1	.....	.....	.....	.....	.....	.....	15
	District.....	1	21	33	5	.....	.....	.....	.....	1	.....	60

^a Duplicates, not included in totals.^b Not duplicates, included in totals.

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, ALL CLASSES—Continued.

School district.	Locality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Total number of teachers employed.
14	San Sebastian	1	4	12	1					1		18
	Lares	1	4	10	1					1		16
	Las Marias		2	8	1							11
	District	2	10	30	3					2		45
15	Utuaado	1	9	22	2					1		34
	Adjuntas	1	6	9	2					1		18
	District	2	15	31	4					2		52
16	Arecibo	1	18	24	3				7	1		53
	Camuy		12	12	3	1						28
	District	1	30	36	6	1			7	1		81
17	Manati		11	14	2					1		27
	Ciales		5	8	1							14
	Morovis		2	7								9
	District		17	29	3					1		50
18	Toa Alta		9	10	3	1				1		23
	Vega Baja		8	11	2							21
	District		17	21	5	1				1		44
19	Bayamon	2	16	30	5	1				2		54
	Total	34	446	560	93	9	10	14	43	42	1	1,210

TOTAL TEACHERS, BY SEX AND COLOR.

School district.	Locality.	White.			Colored.			Total males.	Total females.	Total teachers employed.
		Males.	Fe-males.	Total.	Males.	Fe-males.	Total.			
1	San Juan	21	76	97	2	3	5	23	79	102
	Rio Piedras	9	5	14	1	2	3	10	7	17
	District	30	81	111	3	5	8	33	86	119
2	Carolina	21	3	24				21	3	24
	Rio Grande	21	7	28		1	1	21	8	29
	District	42	10	52		1	1	42	11	53
3	Fajardo	15	10	25	1	1	2	16	11	27
	Naguabo	5	3	8	1		1	6	3	9
	Vieques	7	3	10	1	1	2	8	4	12
	Culebra									
	District	27	16	43	3	2	5	30	18	48
4	Humacao	14	11	25				14	11	25
	Yabucoa	10	8	18				10	8	18
	Patillas	6	2	8				6	2	8
	District	30	21	51				30	21	51
5	Caguas	18	13	31	1	1	2	19	14	33
	San Lorenzo	12	5	17	1	1	2	13	6	19
	Aguas Buenas	3	3	6		1	1	3	4	7
	District	33	21	54	2	3	5	35	24	59

TABLE VIII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, BY SEX AND COLOR—Continued.

School district.	Locality.	White.			Colored.			Total males.	Total females.	Total teachers employed.
		Males.	Females.	Total.	Males.	Females.	Total.			
6	Guayama.....	23	15	38	3	1	4	26	16	42
	Cayey.....	15	10	25	1	1	2	16	11	27
	District.....	38	25	63	4	2	6	42	27	69
7	Aibonito.....	10	3	13	1	.....	1	11	3	14
	Comerio.....	11	2	13	.....	.....	.....	11	2	13
	Barros.....	19	1	20	2	.....	2	21	1	22
8	District.....	40	6	46	3	.....	3	43	6	49
	Coamo.....	17	9	26	1	.....	1	18	9	27
	Juana Diaz.....	10	8	18	1	1	2	11	9	20
9	Santa Isabel.....	6	3	9	1	.....	1	7	3	10
	District.....	33	20	53	3	1	4	36	21	57
10	Ponce.....	42	65	107	2	3	6	45	68	113
	Yauco.....	18	11	29	.....	.....	.....	18	11	29
	Sabana Grande.....	8	8	16	1	1	2	9	9	18
11	District.....	26	19	45	1	1	2	27	20	47
	San German.....	6	14	20	3	5	8	9	19	28
	Lajas.....	9	2	11	2	.....	2	11	2	13
12	Cabo Rojo.....	17	3	20	1	2	3	18	5	23
	District.....	32	19	51	6	7	13	38	26	64
	Mayaguez.....	29	32	61	1	3	4	30	35	65
13	Añasco.....	15	6	21	.....	.....	.....	15	6	21
	Maricao.....	7	.....	7	2	.....	2	9	.....	9
	District.....	51	38	89	3	3	6	54	41	95
14	Aguadilla.....	18	11	29	4	.....	4	22	11	33
	Aguada.....	8	2	10	1	1	2	9	3	12
	Isabela.....	10	4	14	.....	1	1	10	5	15
15	District.....	36	17	53	5	2	7	41	19	60
	San Sebastian.....	15	3	18	.....	.....	.....	15	3	18
	Lares.....	10	6	16	.....	.....	.....	10	6	16
16	Las Marias.....	6	2	8	3	.....	3	9	2	11
	District.....	31	11	42	3	.....	3	34	11	45
17	Utua.....	29	4	33	.....	1	1	29	5	34
	Adjuntas.....	11	6	17	1	.....	1	12	6	18
	District.....	40	10	50	1	1	2	41	11	52
18	Arecibo.....	27	21	48	2	3	5	29	24	53
	Camuy.....	20	7	27	1	.....	1	21	7	28
	District.....	47	28	75	3	3	6	50	31	81
19	Manati.....	15	9	24	2	1	3	17	10	27
	Ciales.....	10	4	14	.....	.....	.....	10	4	14
	Morovis.....	6	1	7	1	1	2	7	2	9
20	District.....	31	14	45	3	2	5	34	16	50
	Toa Alta.....	14	8	22	1	.....	1	15	8	23
	Vega Baja.....	13	3	16	3	2	5	16	5	21
21	District.....	27	11	38	4	2	6	31	13	44
	Bayamon.....	23	17	40	6	8	14	29	25	54
	Total.....	659	449	1,108	56	46	102	715	495	1,210

TABLE IX.—Total number of schools opened during the school year (number of distinct enrollments or classes), by municipalities and by school districts, for each respective class of common schools (enrollments, or classes, under special charge of principal teachers included under separate heading, "Principal"), and total for the common schools; also the same for the special schools, and total for the common schools and special schools—showing the totals for the municipalities and school districts, and for the island.

School year 1904-5.

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Locality.	Principal.	Graded.	Rural.	Total common schools.	High.	Industrial.	Night.	Agricultural.	Total, special schools.	Total common and special schools.
1	San Juan.....	6	50	11	67	1	1	4	.....	6	73
	Rio Piedras.....	1	5	8	14	.....	.....	.....	.....	.....	14
	District.....	7	55	19	81	1	1	4	.....	6	87
2	Carolina.....	1	7	14	22	.....	.....	1	1	2	24
	Rio Grande.....	.....	8	18	26	.....	.....	1	.....	1	27
	District.....	1	15	32	48	.....	.....	2	1	3	51
3	Fajardo.....	1	15	9	25	.....	.....	1	.....	1	26
	Naguabo.....	.....	3	6	9	.....	.....	1	.....	1	10
	Vieques.....	.....	5	6	11	.....	.....	.....	.....	.....	11
	Culebra.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	District.....	1	23	21	45	.....	.....	2	.....	2	47
4	Humacao.....	1	10	11	22	.....	.....	1	.....	1	23
	Yabucoa.....	1	5	9	15	.....	.....	.....	.....	.....	15
	Patillas.....	.....	2	5	7	.....	.....	.....	.....	.....	7
	District.....	2	17	25	44	.....	.....	1	.....	1	45
5	Caguas.....	1	14	16	31	.....	.....	1	.....	1	32
	San Lorenzo.....	.....	9	10	19	.....	.....	1	.....	1	20
	Aguas Buenas.....	.....	3	4	7	.....	.....	.....	.....	.....	7
	District.....	1	26	30	57	.....	.....	2	.....	2	59
6	Guayama.....	2	15	11	28	.....	1	1	1	3	31
	Cayey.....	1	12	11	24	.....	.....	1	.....	1	25
	District.....	3	27	22	52	.....	1	2	1	4	56
7	Aibonito.....	.....	6	7	13	.....	.....	1	.....	1	14
	Comerio.....	.....	5	8	13	.....	.....	.....	.....	.....	13
	Barros.....	.....	6	12	18	.....	.....	.....	2	2	20
	District.....	.....	17	27	44	.....	.....	1	2	3	47
8	Coamo.....	.....	10	15	25	.....	.....	1	.....	1	26
	Juana Diaz.....	.....	7	12	19	.....	.....	1	.....	1	20
	Santa Isabel.....	.....	4	5	9	.....	.....	.....	.....	.....	9
	District.....	.....	21	32	53	.....	.....	2	.....	2	55
9	Ponce.....	3	43	45	91	1	1	5	1	8	99
10	Yauco.....	1	13	14	28	.....	.....	2	.....	2	30
	Sabana Grande.....	1	7	7	15	.....	.....	1	1	2	17
	District.....	2	20	21	43	.....	.....	3	1	4	47
11	San German.....	1	12	14	27	.....	.....	1	.....	1	28
	Lajas.....	.....	3	8	11	.....	.....	1	1	2	13
	Cabo Rojo.....	1	8	11	20	.....	.....	.....	1	1	21
	District.....	2	23	33	58	.....	.....	2	2	4	62
12	Mayaguez.....	.....	24	20	44	1	1	1	.....	3	47
	Añasco.....	1	9	10	20	.....	.....	1	.....	1	21
	Maricao.....	.....	3	5	8	.....	.....	.....	.....	.....	8
	District.....	1	36	35	72	1	1	2	.....	4	76

TABLE IX.—*Total number of schools opened during the school year (number of distinct enrollments or classes), by municipalities and by school districts, for each respective class of common schools (enrollments, or classes, under special charge of principal teachers included under separate heading, "Principal"), and total for the common schools; also the same for the special schools, and total for the common schools and special schools—showing the totals for the municipalities and school districts, and for the island—Continued.*

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Locality.	Principal.	Graded.	Rural.	Total common schools.	High.	Industrial.	Night.	Agricultural.	Total, special schools.	Total, common and special schools.
13	Aguadilla.....	1	16	17	34	.....	.....	1	.....	1	35
	Aguada.....	.....	4	7	11	.....	.....	.....	.....	.....	11
	Isabela.....	.....	5	9	14	.....	.....	.....	.....	.....	14
	District.....	1	25	33	59	.....	.....	1	.....	1	60
14	San Sebastian.....	1	5	12	18	.....	.....	1	.....	1	19
	Lares.....	1	4	11	16	.....	.....	1	.....	1	17
	Las Marias.....	.....	2	8	10	.....	.....	.....	.....	.....	10
	District.....	2	11	31	44	.....	.....	2	.....	2	46
15	Utua.....	1	9	20	30	.....	.....	1	.....	1	31
	Adjuntas.....	1	6	10	17	.....	.....	1	.....	1	18
	District.....	2	15	30	47	.....	.....	2	.....	2	49
16	Arecibo.....	.....	19	24	43	.....	1	1	.....	2	45
	Camuy.....	.....	12	11	23	.....	.....	.....	1	1	24
	District.....	.....	31	35	66	.....	1	1	1	3	69
17	Manati.....	.....	10	12	22	.....	.....	1	.....	1	23
	Ciales.....	.....	5	8	13	.....	.....	.....	.....	.....	13
	Morovis.....	.....	2	7	9	.....	.....	.....	.....	.....	9
	District.....	.....	17	27	44	.....	.....	1	.....	1	45
18	Toa Alta.....	.....	10	12	22	.....	.....	1	1	2	24
	Vega Baja.....	.....	9	11	20	.....	.....	.....	.....	.....	20
	District.....	.....	19	23	42	.....	.....	1	1	2	44
19	Bayamon.....	2	23	33	58	.....	.....	1	1	2	60
	Total.....	30	464	554	1,048	3	5	37	11	56	1,104

TABLE X.—Number of buildings in use for schools, by municipalities and by school districts, classified as town, rural, and agricultural schools, showing the totals for the municipalities, school districts, and for the island.

School year 1904-5.

School district.	Locality.	Town.	Rural.	Agricultural.	Total.	School district.	Locality.	Town.	Rural.	Agricultural.	Total.
1	San Juan.....	13	2	....	15	11	San German.....	2	14	....	16
	Rio Piedras.....	2	8	....	10		Lajas.....	1	8	....	10
	District.....	15	10	....	25		Cabo Rojo.....	2	11	1	14
2	Carolina.....	2	13	1	16	12	District.....	5	33	2	40
	Rio Grande.....	2	15	....	17		Mayaguez.....	5	20	....	25
	District.....	4	28	1	33		Añasco.....	2	10	....	12
3	Fajardo.....	7	9	....	16	13	Maricao.....	1	5	....	6
	Naguabo.....	2	6	....	8		District.....	8	35	....	43
	Vieques.....	1	5	....	6		Aguadilla.....	3	17	....	20
4	Culebra.....	1	5	....	6	14	Aguada.....	1	6	....	7
	District.....	10	20	....	30		Isabela.....	2	9	....	11
	Humacao.....	4	8	....	12		District.....	6	32	....	38
5	Yabucoa.....	3	9	....	12	15	San Sebastian.....	2	12	....	14
	Patillas.....	2	4	....	6		Lares.....	3	11	....	14
	District.....	9	21	....	30		Las Marias.....	1	8	....	9
6	Caguas.....	4	13	....	17	16	District.....	6	31	....	37
	San Lorenzo.....	3	8	....	11		Utua.....	3	20	....	23
	Aguas Buenas.....	1	3	....	4		Adjuntas.....	2	9	....	11
7	District.....	8	24	....	32	17	District.....	5	29	....	34
	Guayama.....	7	11	1	19		Arecibo.....	4	24	....	28
	Cayey.....	5	11	....	16		Camuy.....	5	11	1	17
8	District.....	12	22	1	35	18	District.....	9	35	1	45
	Aibonito.....	2	7	....	9		Manati.....	4	12	....	16
	Comerio.....	1	8	....	9		Ciales.....	1	8	....	9
9	Barros.....	4	12	2	18	19	Morovis.....	1	7	....	8
	District.....	7	27	2	36		District.....	6	27	....	33
	Coamo.....	4	15	....	19		Toa Alta.....	3	10	1	14
10	Juana Diaz.....	3	12	....	15	20	Vega Baja.....	2	11	....	13
	Santa Isabel.....	2	5	....	7		District.....	5	21	1	27
	District.....	9	32	....	41		Bayamon.....	7	28	1	36
11	Ponce.....	11	42	1	54	21	Total.....	149	515	11	675
	Yauco.....	4	11	....	15						
	Sabana Grande.....	3	7	1	11						
12	District.....	7	18	1	26						

TABLE XI.—*Expenses incurred by the local school boards during the fiscal year ended June 30, 1905; also indebtedness of each local school board in the several municipalities at the close of the fiscal year, by municipalities, school districts, and totals for the island.*

School year 1904-5.

School district.	Locality.	Rent of school houses. A.	House rent of teachers. B.	Local board.		School furniture and equipment. E.	Text-books and school supplies. F.	Extraordinary expenditures. G.
				Salaries employees. C.	Contingent expenses. D.			
1	San Juan.....	\$12,232.00	\$8,864.53	\$9,384.81	\$255.02	\$1,181.26	\$2.35	\$3,565.27
	Rio Piedras.....	509.19	968.80	398.98	49.75	.....	7.50	98.93
2	Carolina.....	1,534.00	1,305.16	156.09	115.91	1.98	7.87	98.25
	Rio Grande.....	1,376.00	1,470.61	461.42	59.35	15.50	22.25	352.78
	Fajardo.....	652.38	1,102.04	572.62	105.92	132.87	10.00	285.90
3	Naguabo.....	733.50	784.00	135.57	38.12	49.77	.....	250.12
	Vieques.....	546.70	645.59	490.08	76.11	196.03	6.15	169.03
	Humacao.....	624.66	1,656.72	812.01	170.00	350.70	57.73	1,019.40
4	Yabucoa.....	1,412.50	1,326.12	311.71	54.95	8.00	.50	325.62
	Patillas.....	516.80	669.33	16.69	11.34	20.04	16.25	292.26
	Caguas.....	1,212.00	2,248.00	636.60	44.87	171.36	1.75	290.68
5	San Lorenzo.....	834.50	1,230.20	161.12	62.51	127.35	10.25	106.53
	Aguas Buenas.....	247.50	271.50	117.24	28.28	9.25	4.25	48.16
6	Guayama.....	.....	.....	.....	.....	.....	.....	.....
	Cayey.....	1,442.00	1,907.50	437.21	346.74	61.90	28.02	519.14
	Aibonito.....	464.50	974.00	263.22	46.70	7.80	.....	100.15
7	Comerio.....	629.00	946.00	81.35	51.22	47.35	12.00	86.75
	Barros.....	460.00	1,207.00	57.51	20.23	.....	10.24	412.59
	Coamo.....	1,110.73	1,092.00	497.63	64.80	246.33	12.65	177.55
8	Juana Diaz.....	1,170.00	1,278.50	348.23	179.56	213.17	21.90	523.71
	Santa Isabel.....	773.66	609.30	382.08	88.55	213.20	18.65	1,030.86
9	Ponce.....	10,966.95	8,879.40	2,573.73	393.34	2,436.93	62.02	1,658.28
	Yauco.....	1,133.00	1,978.66	750.99	409.48	247.67	6.96	1,463.57
10	Sabana Grande.....	685.00	1,376.00	230.15	58.35	37.68	5.08	167.56
	San German.....	442.00	1,549.00	541.14	63.69	22.60	.....	1,082.46
11	Lajas.....	472.00	874.00	236.29	157.13	131.13	10.20	367.25
	Cabo Rojo.....	600.00	1,339.80	367.41	93.88	2.00	4.00	305.10
	Mayaguez.....	2,799.53	5,410.99	1,334.17	375.04	83.35	40.60	921.70
12	Añasco.....	940.52	1,200.72	293.62	26.07	61.17	2.65	139.40
	Maricao.....	310.00	336.40	124.39	32.75	75.50	.....	143.43
	Aguadilla.....	582.64	1,950.00	439.98	67.07	309.50	.....	220.84
13	Aguada.....	470.00	1,002.00	65.57	25.58	205.61	.50	52.77
	Isabela.....	783.00	660.00	103.60	70.64	68.85	6.50	94.79
	San Sebastian.....	330.00	632.00	232.94	70.23	10.20	32.14	658.53
14	Lares.....	954.00	1,264.00	326.91	124.95	82.74	23.62	725.72
	Las Marías.....	.....	595.00	.....	17.40	2.00	.....	35.00
15	Utua.....	2,513.97	2,713.22	592.05	373.23	25.25	1.50	251.14
	Adjuntas.....	782.00	890.00	203.46	62.47	.....	3.72	188.76
	Areibo.....	3,758.93	4,102.00	984.15	324.62	157.85	76.50	1,163.79
16	Camuy.....	1,383.40	3,299.33	234.59	64.00	27.54	9.81	163.57
	Manatí.....	1,319.58	1,842.47	509.93	226.49	135.79	2.87	498.37
17	Ciales.....	86.00	494.33	183.58	81.14	26.65	.....	75.90
	Morovis.....	500.00	461.30	115.15	20.12	7.43	2.25	56.45
	Toa Alta.....	1,006.90	1,196.00	151.14	26.05	10.00	.....	88.91
18	Vega Baja.....	804.00	1,377.00	273.30	189.19	386.26	22.42	206.33
19	Bayamon.....	2,237.93	2,377.00	514.70	247.03	96.50	3.00	324.20
	Total.....	64,347.97	78,357.52	27,105.11	5,469.87	7,704.06	566.65	20,807.50

TABLE XI.—*Expenses incurred by the local school boards during the fiscal year ended June 30, 1905; also indebtedness of each local school board in the several municipalities at the close of the fiscal year, by municipalities, school districts, and totals for the island—Continued.*

School district.	Locality.	Construction school buildings.	Amount returned account of loan.	Total disbursements.	Total receipts.	Balance on June 30, 1905.
1	San Juan.....			\$35,485.24	\$35,509.59	\$24.35
	Rio Piedras.....	\$1,064.55		3,097.70	3,284.91	187.21
2	Carolina.....			3,219.26	3,259.60	40.34
	Rio Grande.....	1,100.00		4,857.91	5,058.66	200.75
	Fajardo.....		\$52.46	2,914.19	4,179.12	1,264.93
3	Naguabo.....			1,991.08	1,996.37	5.29
	Vieques.....			2,129.69	7,042.25	4,912.56
	Humacao.....			4,691.22	4,691.35	.13
4	Yabucoa.....	1,156.92		4,596.32	4,597.55	1.23
	Patillas.....			1,542.71	1,590.35	47.64
	Caguas.....			4,605.26	4,840.07	234.81
5	San Lorenzo.....			2,532.46	2,919.91	387.45
	Aguas Buenas.....			726.18	731.03	4.85
6	Guayama ^a					
	Cayey.....			4,742.51	4,753.69	11.18
	Aibonito.....			1,856.37	1,861.92	5.55
7	Comerio.....			1,853.67	1,865.26	11.59
	Barros.....			2,167.57	2,250.31	82.74
	Coamo.....			3,201.69	3,217.78	16.09
8	Juana Diaz.....	1,587.36		5,322.43	6,682.50	1,360.07
	Santa Isabel.....	833.34		3,949.64	5,280.01	1,330.37
9	Ponce.....	1,600.00		28,570.65	32,482.21	3,911.56
	Yauco.....	1,159.64		7,149.97	13,825.63	6,675.66
10	Sabana Grande.....	339.76		2,899.58	2,950.12	50.54
	San German.....			3,700.89	3,721.05	20.16
11	Lajas.....	469.95		2,717.95	2,719.17	1.22
	Cabo Rojo.....	550.00		3,262.19	3,432.44	170.25
	Mayaguez.....			10,965.38	11,870.44	905.06
12	Añasco.....	740.02		3,404.17	3,617.85	213.68
	Maricao ^b	946.47		1,968.94	1,980.39	11.45
	Aguadilla.....			3,570.03	3,589.02	18.99
13	Aguada.....		239.02	2,061.05	2,241.31	180.26
	Isabela.....			1,792.38	1,795.63	3.25
	San Sebastian.....	916.64		2,882.68	2,943.58	60.90
14	Lares.....			3,501.94	4,008.22	506.28
	Las Marias ^c	1,110.50		1,759.90	2,345.44	585.54
	Utua ^d			6,470.36	6,854.98	384.62
15	Adjuntas.....	916.65		3,047.06	3,123.68	76.62
	Arecibo.....	391.30		10,959.14	10,979.15	20.01
16	Camuy.....			5,182.24	5,227.95	45.71
	Manati.....			4,535.50	4,856.12	320.62
	Ciales ^b			947.60	948.26	.66
17	Morovis.....			1,162.70	1,249.54	86.84
	Toa Alta ^d			2,479.00	2,765.22	286.22
18	Vega Baja.....		10.00	3,268.50	3,723.51	455.01
19	Bayamon.....	821.00		6,621.36	6,897.39	276.03
	Total.....	15,704.10	301.48	220,364.26	245,760.53	25,396.27

^a Statement of accounts not available for examination, books being in charge of judicial authorities.^b No accounts rendered for July 1 to December 31, 1904.^c Accounts not rendered for June, 1905.^d Accounts not rendered for May and June, 1905.

TABLE XI.—*Expenses incurred by the local school boards during the fiscal year ended June 30, 1905; also indebtedness of each local school board in the several municipalities at the close of the fiscal year, by municipalities, school districts, and totals for the island. (Indebtedness of school boards at the end of fiscal year 1904-5.)*

School year 1904-5.

[The present statement does not include as debts the amounts owed by various boards for the purpose of making repayments on loans of the insular treasury or the construction of school houses.]

School district.	Locality.	Rent of school houses. A	House rent for teachers. B	Local board.		School furniture and equipment. E	Text-books and school supplies. F	Extraordinary expenditures. G	Total.
				Salaries employees. C	Contingent expenses. D				
1	San Juan.....					\$924.95			\$924.95
	Rio Piedras.....	\$5.00							5.00
2	Carolina.....								
	Rio Grande.....	4.00			\$9.00		\$2.25		16.25
	Fajardo.....								
3	Naguabo ^a								
	Vieques.....								
	Humacao.....	118.00	\$110.00	\$150.00	12.00	4.50	20.16	\$622.18	1,036.84
4	Yabucoa.....	99.00	112.00		2.50			14.80	228.60
	Patillas.....		10.00						10.00
	Caguas.....								
5	San Lorenzo.....	296.00	605.00	50.37	1.50	115.00	6.25	16.00	1,090.12
	Aguas Buenas.....	750.00	351.00	48.48	.90	13.65	2.75	183.85	1,350.63
6	Guayama.....								
	Cayey.....	549.00	398.00	88.75				25.00	1,060.75
	Aibonito.....			4.03				100.00	104.03
7	Comerio.....	24.00	216.33						240.33
	Barros.....	448.00	268.50	23.37				16.00	755.87
	Coamo.....	556.00	348.00		3.00		3.50	4.57	915.07
8	Juana Diaz.....					117.00			117.00
	Santa Isabel.....	79.00	70.00	38.50	27.25	12.50		15.00	242.25
9	Ponce.....	413.90	415.60	47.41	6.80	23.50	30.85	16.00	954.06
	Yauco.....								
10	Sabana Grande.....	52.00	118.00	3.56	3.00			992.26	1,168.82
	San German.....	137.00	440.00	73.18				31.57	681.75
11	Lajas.....	150.00	88.00						238.00
	Cabo Rojo.....	120.00	20.00	5.99					145.99
	Mayaguez.....	2,962.59	770.00	5.00	52.50	50.00	2.00	109.26	3,951.35
12	Añasco.....	1,044.04	743.00	70.32	22.60	40.00		68.60	1,988.56
	Maricao.....								
	Aguadilla.....	389.44	947.88	50.00				20.00	1,407.32
13	Aguada.....	4.00					3.62		7.62
	Isabela.....	274.00	252.00	10.52					536.52
	San Sebastian.....	66.00	172.00	20.00	6.00	1.48	4.50	22.00	291.98
14	Lares.....								
	Las Marias.....	360.00	270.00	156.34	75.00			50.00	911.34
	Utua.....			18.00	9.00				27.00
15	Adjuntas.....	711.00	942.00	20.00	25.40		10.10		1,708.50
	Arecibo.....	196.00							196.00
16	Camuy.....	91.00	26.00		7.50			148.47	272.97
	Manati.....	413.42			6.00				419.42
17	Ciales.....	808.46	419.00	28.50				167.80	1,423.76
	Morovis.....	198.00	270.00	26.75	2.80		6.00	15.00	518.65
18	Toa Alta ^a								
19	Vega Baja.....								
	Bayamon.....	720.40	1,235.00	61.50	69.00	165.00	17.00	127.94	2,395.84
	Total.....	12,039.25	9,617.31	1,000.57	342.15	1,467.58	108.98	2,766.30	27,342.14

^a No information furnished.

EXHIBIT VII.

REPORTS OF DISTRICT SCHOOL SUPERINTENDENTS.

SCHOOL DISTRICT No. 1.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
San Juan, P. R., June 1, 1905.

SIR: I have the honor to submit herewith my annual report as superintendent of the district of San Juan for the school year of 1904-5.

I took charge of this district, comprising the municipalities of San Juan and Rio Piedras, on September 1, 1904. In San Juan there are 42 graded and 6 principal teachers working in 6 buildings and 10 rural teachers in 7 buildings. Besides this corps of regular teachers there are 3 graded and 1 rural substitute teachers, 1 auxiliary graded, 7 special English teachers, 4 of music and drawing, and 6 night-school teachers. Two of the teachers rated as rural are employed in the two prison schools. One of the special English teachers mentioned is assigned to special work as assistant superintendent of the district. At the present time the central graded school, the Central High School of Porto Rico, and the San Juan Industrial School are not under the supervision of the superintendent of the district, and the teachers of these schools are not included in those mentioned above. In Rio Piedras there are 6 graded and 8 rural schools and 1 special English teacher. This makes a total of 95 teachers under the supervision of the superintendent.

As in any school system as large as this, there are found here teachers who differ widely in their professional skill and in their attitude toward the work; but on the whole they have worked earnestly and with success. The district has been fortunate in having particularly good special teachers of English, drawing, and music, and the progress along these lines has been even greater than was to be expected. Among those teachers who have undertaken work along lines new to them and have carried it to a successful issue may be mentioned the principal of the Emerson School in San Juan, who has carried on the work in English with marked success; the principal of the William Penn School, who is for the first time working as a principal; the acting principal of the Hawthorne School in Rio Piedras, who has effected a complete reorganization, and the two gentlemen who have acted as assistant superintendents of the district and who have shown themselves unusually hard working, efficient, and tactful in the difficult work they have been called upon to perform.

During the present year the school board of San Juan has employed 6 transient officers. This has resulted in a marked improvement in the per cent of daily attendance, but it is doubtful if the results justify the large expense, and a change will be recommended for next year.

In the two prison schools maintained very good and important work has been done, about 200 men being taught to read, write, and to do simple arithmetic work during the present school year. Nevertheless, it seems doubtful whether the support of these schools is a legitimate field of activity for the department of education.

The exhibit of school work sent to the exposition at St. Louis was kindly loaned by the department and exhibited in the Lincoln School on April 21 and 22. Gratifying interest was shown by the parents of the school children, and during the day some 375 people signed the register opened for visitors.

On March 31 and April 1 the annual teachers' institute was held in this district under the able direction of Mr. E. N. Clopper. On the evening of the first of these two days an informal reception was tendered to all the teachers of the district by the superintendent. This was said to be the first affair of the kind ever given in the island.

School visiting among the teachers has been encouraged to an unusual extent with very good results.

During the year the graded school of Rio Piedras has undergone a complete transformation. In no other school has the change been so great and in none was it so much needed. On the last day of the old year the new 6-room Hawthorne School building was dedicated. Impressive exercises were held, addresses made by the acting governor, by the commissioner and assistant commissioner of education, and musical selections rendered by the insular police band. Only a few days before the new building was dedicated the graded schools

were put in charge of a new acting principal, Mr. Manuel Gilestra. The transformation brought about by the combination of the new building and new principal was little short of marvelous. In a few weeks time this group of graded schools, which had been without question the poorest graded, the worst disciplined, and the most troublesome in the district, had become one of the best in all these respects. While this was largely due to the excellent work of the new acting principal, yet it also gave a very good illustration of the immense importance of good material conditions in the schoolroom.

The new building is, perhaps, the best of the American-built schools in the island. It is built on the Spanish plan, having rooms arranged in a hollow square around a central patio. It has modern plumbing, a principal's office, a storeroom for books, and a bathroom with a shower. According to the report of the acting principal this shower bath has been used on the average by about 30 pupils a day, and a greater number would gladly avail themselves of the privilege if there were more showers. If it could be once generally realized in Porto Rico what a powerful instrument for the mental and moral uplifting of the youth of a community such a building as this is there would be no more difficulty in getting building appropriations.

The most imperative need of this district is proper accommodation for the city schools. At the present time we are paying something over \$12,000 annually for the rent of school buildings, and the best we can secure are so poor that it seems impossible to improve to any marked degree the work now being done. Considerable work has been done both by the local school board and by the superintendent looking toward the improvement of these conditions, but it is evident that local complications make this a matter of so much difficulty that no real progress can be made until the department takes it up and there is no matter which I can more earnestly recommend to its attention.

While time and thought have been given to all the matters mentioned, the energies of the superintendent have been largely devoted to the work of organizing and systematizing. On account of the frequent changes of superintendents, principals, and the teaching force in San Juan there has been in the past little relation between the work done in any one year and that done in the next succeeding year in any school. Up to the present time little attention has been given to keeping track of pupils. Each school has opened at the beginning of each school year, taking the pupils who presented themselves, and begun work, paying little attention to where the pupils came from, what school they had formerly attended, or even as to what grade they had been in. There has also been a notable lack of uniformity in grading and in the ground covered by similar grades in different schools, although vigorous steps to correct these evils were taken by my predecessor, Mr. Clopper.

As a first move toward bettering these conditions more responsibility has been placed on the principals, strong support given them, frequent conferences held with them, and exact and definite results required from them and their schools.

As a step toward getting uniform and systematic grading, term examinations, uniform in all the schools, were held and the results obtained by each pupil in each subject registered in the office of the superintendent. The examinations in each room were given and the papers of that room corrected by another teacher than the room teacher. In order to systematically keep the results a card catalogue has been established in the office with a separate card arranged to keep a three-years' record of the standing of each child in all the graded schools. A careful study of the results thus obtained has shown many interesting and some disquieting things. There seems to exist among the teachers, as a whole, no general feeling that there is any relation between the excellence of the work done and the proportion of children who are prepared to pass to the next higher grade at the end of the year. I am convinced that the general existence of these conditions in the island largely accounts for the very great proportion of the pupils enrolled who are found in the lower grades and the consequent very small number who ever reach the upper grades.

A great amount of special help has been given to teachers through the superintendent's office in the shape of circular letters, lesson outlines, information blanks and reports, and grade examinations. From the beginning of the school year up to the present time there have been prepared and sent out from the office 32 circular letters, 11 blank forms, 8 letters of general information, 3 outline maps, 4 programmes, 60 grade examinations, 3 invitations, 9 special outlines of English work, 4 outline lessons for teachers, and 1 on blackboard drawing. Although this has entailed a great amount of work the results have justified the exertion.

My experience this year has fully confirmed the opinion expressed in my annual report of last year as to the value of furnishing the teachers with definite, carefully prepared sets of outlines of the work expected along given lines. In English work alone nine such sets of lesson outlines have so far been prepared and issued, and the results obtained constitute a strong indorsement of the plan. Even when these outlines are not pedagogically perfect their use is a great step in advance over the prevailing system of leaving the teacher to drift along as best he may in the teaching of subjects of which he knows little and about the teaching of which he knows still less. This is particularly true in the case of teachers who for the first time are doing their work in English.

In the office of the superintendent many changes have been made and an up-to-date equipment secured, by means of which the office work may now be done in a businesslike manner. There have been added to the office equipment during the present school year seven bookcase units; a 10-drawer card-index unit for 4 by 6 cards; a new desk; an additional typewriter and table; a vertical letter file; and the office has been connected by telephone with all the graded schools.

The question of the teaching of English has received more care, work, and study than has any other during the present school year. I believe that, on the whole, the special English teachers who have worked in this district this year have been of a higher average grade of skill and efficiency than any I have met in any other district of the island. Their work has been assisted in every possible way, and they have worked faithfully and well. After giving this work the assistance of every possible advantage under our present system, I feel prepared to state that it is relatively a failure.

Pupils who have been in school for five or six years are unable to sustain even the simplest conversation in English, and in this respect there is little difference between them and those who have been in school but two years. The cause of this is the unsatisfactory system of teaching English as a special subject, and not the lack of ability on the part of the teachers or dullness on the part of the children. Long ago I came to the conclusion that we should never teach English to the Porto Rican children until a large part of the teaching of the ordinary school subjects was done in that language, and my observations this year have confirmed that view. The special teacher giving a twenty-minute exercise each morning and each afternoon to each class will never be able to give her pupils any working knowledge of the language. At the end of the first term I determined to try the experiment of putting one of the graded schools on an English basis with Porto Rican teachers. With this end in view there were transferred to the McKinley School those teachers who have the best working knowledge of English, and who were also good teachers. This school was already in charge of an unusually good principal, who has a good practical knowledge of English.

They at once began the work of turning into English the knowledge of the school subjects which the children already possessed in Spanish, and of continuing the work in the new language. The lessons for the first few months were outlined in the office of the superintendent, and very close supervision was given to the work. The results were little short of marvelous. I believe it is no exaggeration to say that in the first term of the English work the pupils learned more real English than they had in the entire preceding years of their school experience. I believe that the solution of the problem of English teaching in Porto Rico lies in the teaching of most of the school subjects in that language and in giving up its teaching as a purely special subject. At the same time the teaching of Spanish should be continued in all schools. Spanish is, and will be for years to come, the home language of this country, and I believe it is the duty of the schools to teach the pupils to use it correctly, both orally and in writing.

While it would be neither advisable nor possible to do without the American teachers in carrying on the schools on the English-Spanish basis outlined above, yet it is evident that we must depend mainly on native teachers for the work. These teachers, able to do the work well in both languages, are not easy to secure, but we have already quite a number in this district, and I feel sure that there will be little difficulty in securing a sufficient number to put all grades above the first on an English basis, as I intend to do next year.

In a general way the observations made above as to the failure of the teaching of English as a special language subject in the schools apply also to the case of the English classes for the Porto Rican teachers. For the past three years the teachers have been studying English, following regular courses out-

lined by the department, and while they have worked extremely hard and considerable progress has been made, yet the results have not been what were hoped for.

I believe that this will continue to be the case so long as the courses outlined by the department keep the teachers studying about the language, rather than making a practical use of the language. As an experiment in this line I have organized a teachers' practice class, in which nine of the teachers meet twice a week and do work in practice teaching of school subjects under the direction of one of the best of the English teachers. Judging from the results that this work has given up to the present time I believe that we could secure much better results than we have in the past by outlining for the teachers a course of study which would require from them the actual use of English in connection with work which they understand and in which they are interested.

As a possible step toward solving the difficulty of how to build up a good pronunciation in the child's first work in English, I have made careful experiments with one primary grade in English, using the Ward method of teaching reading. The progress so far makes it look as if the solution of the problem was near at hand.

Respectfully submitted.

LEONARD P. AYRES,
Superintendent of schools.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT No. 2.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Carolina, P. R., May 1, 1905.

SIR: I have the honor to transmit herewith my sixth annual report, covering the school year 1904-5.

The district of Carolina now comprises the municipalities of Rio Grande (including Loiza) and Carolina, (including Trujillo Alto) with the following schools:

	Principal.	Acting principal.	Agricultural.	English.	Grade.	Rural.	Total.
Rio Grande.....	0	1	0	2	8	17	28
Carolina.....	1	0	1	2	8	14	26
Total.....	1	1	1	4	16	31	54

SCHOOL BOARDS.

The school boards are striving to render as good service as possible; that is, from their standpoint of what is just and necessary, but I am forced to confess that this is often a grand mixture of partiality and politics. One of them seems to have a very narrow view of what is needed, and is very careless and slow in making any changes or improvements. They always fall back on the old, and ever convenient, excuse of "no funds" when anything is wanted.

Rio Grande has about 11,000 children of school age. The taxes levied produced last year \$4,500. Carolina has about 8,600 children of school age, while the taxes levied produced last year \$2,875. From the foregoing it can easily be seen that the number of schools are out of proportion with the amount of money at hand to support them.

SCHOOLHOUSES.

Rio Grande has a good 2-story 6-room graded school building in the town of Rio Grande, and in the town of Loiza a very comfortable building for the graded schools of that place. The rural schools are, with few exceptions, well furnished with good buildings and furniture, many of the rural schools having improved desks, while all of them have water jars with cups, a clock and bell for the teacher's desk, and a janitor to sweep the room and carry water, etc. Very few are without bookcases.

The municipality of Carolina is not so fortunate, as it has no graded school building. A good opportunity to secure one with the help of the department of education presented itself last year, but through lack of interest and energy was let pass the last chance of aid from that source. The school board now pays \$50 per month, twelve months a year, for this folly, and this to get a 6-room building for the graded schools in Carolina. In Trujillo Alto the building used for graded schools is very poor and badly located. Carolina rural schools are in most cases very poorly supplied with furniture, very few have improved desks, and not enough of the poor old-fashioned benches and long desks. Many have no bookcases, and none has a clock or bell or water jar, or janitor to attend to the building.

From the above you need not be told which municipality is gaining the more from her schools, or which is taking more interest in them. Some day, it is hoped, Carolina will realize what she has lost, and is still losing.

Each municipality gave 25 per cent of its funds for school purposes last year, and there seems to be a willingness to do as much this coming year, and also to vote for the levy of a school tax.

BOOKS AND SUPPLIES.

The supply of books and other material has not been as liberal as it formerly was. Several times books have been ordered, and the order half-filled or notice sent that there was none on hand. Pencils, crayon, composition books, and copy books have been issued short of actual needs. I took charge of this district so late that I had no time to separate the old, worn-out books from the good ones, and for that reason a great many books were issued which were very badly torn. Later events, however, showed that very good use could be made of even those in the worst condition, when we had no others to issue in their stead.

THE TEACHERS.

Of the 50 Porto Rican teachers in the district, there is a larger proportion of really good teachers than it has ever before been my lot to have at any time during my six years as superintendent. About one-half are good, and at least one-third are very good; but on the other hand there are some very poor ones. All have shown a disposition to do, and have done, good, faithful work, and are willing to take up any new idea tending to improve and better their schools. There are, as usual, a few exceptions. Several of the young men are lazy, of whom, I am sorry to say, are some who have spent a few months at the normal school. In their cases it seems to have given them the "big head;" they shirk in every way possible, except in signing their names, when they never fail to add "profesor rural." These lazy ones are absent under all possible excuses—toothache, earache, fever, each in turn according to their report afflicts them, and always in the middle of the week. This occurs almost every month, making their work irregular, and demoralizes the attendance, progress, and interest of their pupils.

THE PUPILS.

No doubt we have the easiest pupils to manage that it is possible to find anywhere. A great deal of the successful management, however, depends upon the teacher. Very few teachers understand their pupils as they should. They treat each pupil as merely a unit of the whole number, giving little thought, and less study, to the individual peculiarities of their pupils.

With a thoughtful, studious teacher—one who has firmness, coupled with patience and love for the pupil—it is truly surprising to see the progress that can be made. Few teachers take hold of the school as though they were the commander in chief. They are too afraid that they will hurt some one's feelings if they make everyone follow the line, allowing no tardiness and accepting no half-learned lessons. Lack of firmness is an all-too-common failing among Porto Rican teachers. Attendance, to date, has been very good, with few exceptions.

RURAL SCHOOLS.

I am an admirer of the rural pupil and the rural school. Perhaps it is for the same reason that my sympathies are always for the "under dog" in a fight. It seems to me that the rural school most certainly is the under dog

in the school question, because the tendency appears to be all against the rural school and in favor of the graded school.

I like the rural school because the pupils are more honest and industrious and give the most regular attendance, and, other things being equal, make the most progress. I like these rural boys and girls because they do all this under adverse circumstances and conditions. In the first place the schoolhouse and furniture never is expected to be equal to that of a graded school. Any old house with a backless bench in it is considered good enough for a rural school. The pupils have much farther to walk to get to school; they can never go home to lunch; and finally the teacher is in most instances only second class. He is paid about one-half what a grade teacher gets, although he must swim rivers, travel through mud and rain, and teach as many pupils and about three times as many groups or classes as a grade teacher does. I earnestly hope to see the salary of the rural teacher increased. It should be done even though the grade salary be reduced to accomplish it. Reason as you may, it can not be denied that the two salaries are out of all proportion. Reverse the salaries and see how quickly the backwoods will become popular. There would not be a vacant rural school after two weeks.

NIGHT SCHOOLS.

Two night schools have been opened this year, one in Rio Grande and one in Carolina. They are doing very good work, and in Rio Grande most excellent progress has been made. But the attendance is not nearly so good as it should be in either one of them. In my experience with night schools the attendance always leaves much to be desired.

AGRICULTURAL SCHOOLS.

There is one agricultural school in the district, located near the town of Carolina. The teacher is a Porto Rican, who is an industrious and enthusiastic gentleman. I have had no instructions, and I think he has had none, concerning what is to be accomplished. Cane has been planted on the ground, which has produced a fine crop. Vegetables have been planted, and it has been demonstrated that they can be grown to advantage. Among the vegetables raised during the fall, winter, and spring, are Irish potatoes, sweet potatoes, onions, lettuce, radishes, beans, cabbages, turnips, eggplant, peppers, peanuts, and okra.

The pupils are willing and industrious and have worked early and late to make it a success. They have had vegetables for their homes and have earned several pennies from the sale of some of their produce. And, still better, they have made just as good progress in the class room as have other rural school pupils.

Agricultural schools can be made a success if we have men who know how to work, and will get right out and work with their own hands, as this teacher has done.

ENGLISH AND ENGLISH TEACHERS.

This district has been fortunate this year in having four good teachers of English—teachers who know Spanish—and who, above all, when they give out a lesson make it distinctly understood that the lesson must be learned. The town of Carolina has been unfortunate in the past in having had female teachers of English who did not understand Spanish and did not know how to proceed without it, and usually stayed but a short time. The result is that Carolina is far behind in English. Besides this there is a dislike shown for the study of English both by the pupils and some of the teachers.

HOLIDAYS.

All the legal holidays have been observed with appropriate ceremonies and respect.

CLOSING REMARKS.

Notwithstanding the adverse criticism of our methods, our progress, and our good intentions, I think we have much to feel proud of and to encourage us. Our teachers are improving, our enrollment and attendance is much better, and

slowly we are getting better furniture and outgrowing numerous ancient customs and ideas, giving us greater freedom. Our schools are doing a thousand-fold better work—better both in thoroughness and character of work done. Our teachers are a thousand times better than they were six years ago, because they teach the pupils to think for themselves and to observe and admire their surroundings. The adverse criticism makes us stronger and more determined. And what is most encouraging is to see our critics unconsciously acknowledge, in various ways, the benefits and improvements we are giving them. We have reason for much encouragement and hope for the future.

Respectfully submitted,

EDGAR L. HILL,

Superintendent of Schools, Second District.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 3.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Fajardo, June 1, 1905.

SIR: I have the honor to submit herewith my annual report for the academic year 1904-5.

This district, up to last summer, comprised the municipalities of Fajardo, Naguabo, and Rio Grande. The latter town was then detached to form a separate district in union with the town of Carolina. Fajardo thus passed to be the third district, the islands of Vieques and Culebra being added in the place of the municipality of Rio Grande. The change resulted in a diminished number of schools, but it did not simplify the work of the superintendent inasmuch as the new territory was especially difficult to cover. The scarce and slow means of communication between Fajardo and the islands of Vieques and Culebra have not only prevented me from making as many visits to these schools as I should have desired, they have also proved detrimental to several features of our school work. The spring conferences held at Fajardo were not attended by the teachers of the neighboring islands, nor has it been possible to bring together at any one time all the teachers of the district, as is being done elsewhere, owing to many of them being unwilling or unable to stand the hardships and discomfort of one or two days' sea travel in open boats. The plan of having the Vieques and Culebra schools under the immediate care of an assistant superintendent was followed in past years, and there are still many reasons to recommend its expediency.

The financial situation of the district is better than it was last year, when, as stated in my last report, it was far from satisfactory. The Vieques school board now counts with a surplus of some \$4,000 which it is intended to apply to the construction of a modern graded school building. A splendid site has been donated by the municipality, and although much difficulty has been experienced in securing a clear title to the land there are reasons to believe that everything will be satisfactorily arranged at an early date. The Fajardo school board, which closed its last budget with a deficit, is now able, owing to a greater abundance of funds, to undertake extensive and much needed improvements in the Fajardo high and graded school. The Naguabo board still forms the one discordant note. Its affairs have not been better managed than they were last year, and it is hopelessly in debt.

The main feature of this year's work is a radical improvement in the general character and quality of the buildings used for school purposes. With very few exceptions the efforts made in that direction have been very successful. School boards, teachers, and house owners seem to have shown a spirit of cooperation which could not but produce good results. Some of the school-houses have been enlarged, nearly all have been painted over and fenced in, latrines have been constructed, flowers and shrubs have been planted about the schools, with the result that all or nearly all of the buildings show decided improvements. In a few cases, where the owners of the houses were unwilling to make the small outlay of money represented by the modifications demanded, the schools were moved to a new site and to a better building.

In three or four instances action had to be delayed and the schools have been allowed to remain in unsatisfactory buildings because no better ones

were available, and the radical step of closing the schools altogether was not deemed an advisable one under the circumstances. Education acquired under the discomfort of a leaking roof or of a broken down floor is at all times better than no education at all. In the town of Vieques, the building used for school is an old residence very ill adapted to the purpose. The rooms are relatively small, the ventilation is poor, and the general conditions are a great handicap to teachers and pupils alike.

No better building is to be had, however, and no improvement need be looked for until the proposed new building has been erected. In Naguabo the schoolhouse in use at the beginning of the year was equally unsatisfactory. The building was in a state of deterioration, and as the school board was some twelve months behind in the payment of the rent, the owners showed no disposition to carry out the necessary repairs. There, again, it was found very difficult to secure an acceptable building. Some sort of a makeshift had to be found, however, and the schools were finally moved into a new building, which, if it did not solve the difficulty altogether, was still a notable improvement on the old conditions. In Fajardo the school board is studying the question of carrying out this summer the many general changes and innovations demanded by the high and graded school building. The woodwork of this school is rapidly deteriorating. The American lumber used in the balconies and outside stairways must at an early date be replaced by native wood, which will resist much better the action of the weather. A substantial fence has to be put around the building; a cistern has to be erected in order to give to the school the supply of drinking water, which is not obtainable at the present time. All this will be carried through this summer. The insular government has assigned a fund of \$1,000 for this end; the school board will contribute an equal if not a greater amount. It is thus apparent that a notable progress has been made in improving the material side of our schools, and next year ought to find this district in a most satisfactory condition in this respect. At all events the fight for better buildings will be continued with unabated energy, and, it is hoped, with continued good results.

Some advance has also been made in the way of improving the school furniture. Large blackboards mounted on substantial frames have been placed in all of the rooms. The Fajardo board at the beginning of the year secured a large number of new desks, and the Vieques and Naguabo boards had constructed old-fashioned desks and seats, which, while not as comfortable as the modern ones, have nevertheless contributed no little to the betterment of general school conditions. The question of clocks for the schoolrooms is one that is causing new difficulties each year, and at the same time occasions a rather heavy amount of expenditure. No satisfactory make of clock, capable of several years' use, has as yet been found. In the Fajardo school the question of getting a good supply of drinking water has caused many difficulties. No attempt has been made at placing filters in this school so long as the dirty river water is the only one which can be had for drinking purposes. The plan referred to above of erecting a large cistern on the school grounds will obviate this difficulty. The question of sanitation in all the schools, but especially in the rural schools has received more attention this year than in the past. In every schoolhouse satisfactory latrines have been erected, and no occasion has been allowed to pass to call the attention of the teachers to the importance of watching over this detail, which, it has been shown has a direct bearing on the health and on the death rate of the people of this island.

The janitor service has been a notable improvement over the past year. In the towns of Vieques and Fajardo the school boards have maintained and paid for janitor service in all of the schools of the municipality, rural as well as graded. This is a departure from the ordinary; but the greater expense thereby occasioned has been more than justified by the results. The teachers of the district have done much to better the general aspect of their schools. Very many of them have purchased, at their own expense, a sufficient number of pictures wherewith to decorate their rooms, and, as indicated before, not a few rural teachers have secured seeds of flowers and shrubs and have maintained a little garden about their school.

The attitude of the teachers throughout the year has been one of marked sympathy with the aims and methods pursued by the Department. In all the details of their work they have shown a spirit of good will which has contributed no little to the results achieved. This spirit has been displayed to a marked degree in their regular attendance at the English classes held each week for their

benefit. The enthusiasm for learning the English language has been even more marked than in past years, the one or two solitary exceptions to this rule but tending to bring out with more prominence the zeal and enthusiasm of the main body of teachers.

The place obtained by the teachers of this district at the recent examinations in English is not yet known to me, but the ability they displayed in the oral exercises clearly demonstrated to the examining board the great progress they have made in the English language. It is thought that a few of them will be given an opportunity to teach in English in the course of the coming year, and if they be successful, a giant step will have been taken in the way of introducing our national language in this island. The people of Porto Rico are beginning to demand, of their own accord, that greater attention be given to the teaching of English in our schools. The school board of Fajardo is willing to have English put on an equal basis with Spanish. It wishes that wherever practicable the pupils of the public schools spend one-half of the day with an English-speaking teacher and the other half with a Spanish-speaking one. In Vieques it is the desire of the authorities that our schools be placed on a strictly English basis as soon as possible. I have heard some complaints from these authorities, as well as from other prominent people of that island, to the effect that too little time was being devoted to the teaching of English and that the progress in that branch did not quite correspond to their aspirations. It would seem that this general disposition on the part of the school boards to secure more English-speaking teachers, and, on the part of our teachers to secure a thorough command of the English language, effectively disposes of the mushroom opposition which one or two newspaper reporters have seen fit to make against the introduction of the English language in our schools on a much wider basis than heretofore.

The teachers of English have, generally speaking, displayed a notable enthusiasm for their daily work. The labors of some have been crowned with good success, others have met with difficulties which prevented them from obtaining the results which they were entitled to expect. As we look back at the progress which has been made in the introduction of the English language in the island schools during the seven years which have elapsed since the American occupation, the rather meager results obtained lead us to consider whether the time has not come to take more radical measures, in order to hasten the day when we may place our schools on an English-speaking basis. We can not expect rapid progress as long as we have but one, or at most, two teachers of English in each town of the island, and as long as each one of these teachers has under his daily charge from five to seven and eight groups of pupils. The question is not, therefore, so much to employ more competent teachers as it is to secure a greater number of them. In case it be not possible to bring down a larger number of American teachers, recourse may be had to those native teachers who have acquired a sufficient knowledge of English. The number of these is, of course, still limited, but there are a few in each district, and their number will rapidly increase.

A trial will be given to them next year, and on their success or failure depends a great deal of the future of the English language in Porto Rico. It will be objected that the English spoken by these teachers will be imperfect, and that there is a danger of their passing their defects to their pupils. The danger exists, but the continued presence of some American teachers in our schools, and the growing number of American and English-speaking people settling in this island will greatly obviate this difficulty. Of course, in such places as Fajardo, where there are a sufficient number of American teachers, the plan of having one daily session taught in English and the other in Spanish is far preferable. In this way both languages may be taught by teachers in their own native tongue, both are given equal standing and importance, and the progress ought to be equally rapid in both. It is intended to try such a plan as this in Fajardo next year, and, if successful, it will be extended to other towns as soon as an opportunity presents itself.

The issuing of two and three years' licenses to some of the teachers at the close of last school year has proved a successful measure, inasmuch as it has protected deserving men in their positions, and has minimized the influence of politics in our schools. This same policy ought to be continued in the future with the limitation that no teacher be given a license for the maximum extension of time, three or five years, unless he know sufficient English to be able to teach in that language if called upon to do so.

One of the most pressing needs of our schools at the present day is a course of study for the graded schools. The one now in use is not at all adapted to local conditions. It bears little or no relation to the text-books in use; it was apparently written for teachers of much vaster accomplishments than our Porto Rican teachers possess. It attempts too much. It is generally recognized that the formal teaching of such branches as physiology, hygiene, nature study, etc., in the lower grades of our schools has not given good results, and that all these branches could very well be left out of the course of study during the first four years of school.

This would result in a saving of time and would make it possible for us to give more attention to the more elementary branches of study, such as language—English and Spanish—writing, and arithmetic. The duration of the course of study is also too long. The greater number of our pupils leave school after the third and fourth year. In many towns we take no cognizance of this fact and make an ostentatious effort to keep open the complete eight grades, with the results that our lower grades are everywhere overcrowded, while the teachers of the higher grades often find it difficult to keep a dozen or two of pupils together. The per capita cost of educating these few higher-grade pupils is enormously great, and it would seem that the money thus spent in meeting the small demand for higher grades could be much more profitably spent in meeting the very large demand for more primary grades. It is thought that our course of study could be reduced to six years, and that very little inconvenience would be caused by doing so, inasmuch as our high schools could take care of many of those pupils who would thus be thrown out, while it would allow us to reach a much larger number of pupils by making more room at the bottom, where the pressure to come in is greatest.

Another change, the necessity of which is becoming more apparent every day, is the removal of many of the text-books now in use and the introduction of better-adapted ones. Numerous school books have been especially prepared in recent years for use in our tropical possessions. They are all much better adapted to local conditions than the books introduced a few years ago. A better set of English readers, an arithmetic based on the metric system, more advanced books on Spanish language and literature, a simple text-book on physiology, such as Cornman and Gerson's, Dodge's geographies, all these are books which would meet the actual need of our schools, or could replace with advantage some of the books now employed.

Two examinations for teachers' certificates were held in the course of the year. Of the many candidates who presented themselves but one succeeded in obtaining a certificate.

This is to be regretted in view of the fact that we are everywhere short of teachers. In many instances incompetent men have to be kept solely because if we were to cancel their certificates the number of vacant schools would grow beyond proportion. School boards can no longer discriminate in the appointment of teachers. Their first object is to find the necessary number, and they are much less particular as to the kind of men they employ.

The fact that it is now very hard to secure a graded certificate is turning not a few ambitious young men away from the profession of teaching. The industrial and agricultural conditions of the island have so greatly improved of late years that it is easy for an active and resourceful young man to obtain employment at a better salary than the one now paid to rural teachers. These are some of the considerations which argue in favor of again lowering the requirements for securing teachers' certificates. The severity which is now observed in the examinations partially defeats itself, for while it gives us a few fairly educated teachers it obliges us to keep many unprogressive and careless teachers who should have made room for younger and better men long ago.

The attendance at the schools of this district has been quite up to the high average obtained last year. Were it not for the several higher grades of the town schools, in which it has not been possible to admit more than 20 or 25 pupils, the average enrollment for this district would not fall below 55 and the average daily attendance would hover between 49 and 50.

The pedagogical conferences held in Fajardo toward the middle of the month of March were beyond any doubt the most successful ones ever held in Fajardo. They were attended by all the teachers of the district, with the exception of those of Vieques and Culebra. The success of these exercises was in great part due to Mr. Paul G. Miller, who had carefully planned all the work beforehand and who succeeded in imparting a very practical character to the discussions.

All the teachers came away pleased and expressing a desire that conferences of a like nature be held each successive year. The public meeting held in the town theater in connection with these conferences was attended by well-nigh everybody in town. The addresses of Mr. E. W. Lord, Mr. Fernandez Juncos, and other speakers were thoroughly appreciated, and did much to keep alive the interest which this community has always displayed for everything connected with our schools.

In conclusion, I would say that while an observant eye could still point out numerous weak spots in the schools of this side of the island, it is none the less true that the year about to close has been marked by a notable improvement in the quality of schools, in their material as well as in their professional aspects, and that the teachers of the third district have shown themselves, by their faithful work and intelligent endeavors, worthy of the esteem and respect of all those who have the interest of the Porto Rican schools at heart.

Respectfully submitted.

M. A. DUCOUT,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 4.

DEPARTMENT OF EDUCATION OF PORTO RICO.
OFFICE OF DISTRICT SUPERINTENDENT,
Humacao, May 25, 1905.

SIR: I have the honor to submit herewith my first annual report as superintendent of the district of Humacao.

On account of the recent rearrangement of territory, this district has, I believe, gained the distinction of being one of the longest on the island. Its geographical center lies in Yabucoa, but for various reasons which will readily occur to those acquainted with the two towns, Humacao must be taken as the district headquarters. This being so, we might expect a certain inequality in the work of direct supervision, since the main body of schools recedes to a great distance from the office of the superintendent. By means of constant activity only may one overcome this natural difficulty. The poor condition of the roads heretofore, and the very frequent rains, have made the work arduous up to the present, but it is hoped that the road improvements that are being effected will lighten the task considerably.

On taking up my work here I found a fourfold problem awaiting solution, namely, the many-sided difficulties of the school boards, the necessity of further improvement in buildings and equipment, the question of developing the professional view point of the teachers, and the matter of method and efficiency in office management.

The latter issue first engaged my attention, since it was, of all these matters, the most susceptible of immediate overhauling by me. Finding things in rather a neglected state, I proceeded to work with the object of systematizing to such an extent as to make the office work easier to handle and more reliable. I have tried, however, to avoid allowing it to consume effort and time disproportionate to its importance—an error into which some of us fall on account of our fondness for extreme minuteness. In an office, it seems to me, the necessary details should be found in a handy and neat condition, but practically superfluous materials should be tabooed. I have therefore put in order all communications received, numbered and indexed outgoing letters and telegrams, and catalogued on cards—a method which can not be too strongly commended—my book account, lists of school property and furniture, teachers' absences, circulars, etc. I have also arranged on cards a series of personal opinions and appreciations of my teachers. This, I should imagine, might be of much use to any succeeding superintendent as supplementary to the regular reports. It has been possible for me to increase extensively the office equipment, so that now the Humacao office has all the necessities. The mimeograph I have found extremely useful and labor saving. With the addition of a vertical letter file and a copying machine, which shall combine the good points of the letterpress and the carbon paper, the equipment will be fairly complete.

Of the teachers, much more may be said than I can here state. This district contains a good corps of teachers. The majority of them have worked faithfully and hard. Their schools generally have made reasonable progress, and in several cases excellent progress, as I can testify both from the visits I have paid and from the "reports on progress" which they were requested to send in toward the end of the year. From time to time, by means of circular letters, I have made suggestions toward possible improvements, and I am glad to state that, almost without exception, the suggestions were well received and acted upon. As a result of these the teachers have in several cases bettered their methods, and in all instances they have greatly improved the appearance of their rooms. To-day there is scarcely a school in the district which does not speak for the teacher's efforts to make his surroundings more attractive. Many have bought pictures and little adornments in the States, and have added to these some illustrations from the periodicals to which they have subscribed. Almost every teacher is at present a subscriber to some educational paper, and several to more than one.

But the greatest progress has been made in the matter of punctuality, both of pupils and teacher, exactness in details, improvement in the minutia of discipline, and promptness in carrying out directions. It is interesting to note that tardy marks have kept decreasing as the year has advanced, and that in the great majority of schools there has been a notable increase in enrollment, attendance, and per cent of attendance for the second term, the figures for which are the latest in my possession, as compared with those of the first term.

Special mention should be made of the teachers of Yabucoa. Here a body of faithful teachers, under the leadership of an enterprising and enthusiastic principal, has done uniformly good work. Of the seven teachers' conferences celebrated in this district, four were held in Yabucoa with excellent results, all the teachers contributing, and it is hoped gained something. A school paper issued by the pupils of the graded schools has attracted considerable attention, both for its articles and for its drawings. On Washington's birthday a programme of unusual merit was carried out, and the entire town took part in the exercises. It is to the credit of the graded teachers that they have done such good work in so poor a building. Next year a new schoolhouse, which is now almost finished, will help exceedingly toward even better results.

The teachers' institutes conducted in Humacao on March 21 and 22 by Don Felipe Janer were distinguished by the interest shown and the unflinching attendance of the teachers, some of whom came from a great distance, and at a considerable expense. Under the skillful direction of Mr. Janer, all the topics were discussed in an admirably sane, logical, and unoratorical manner. Most of the teachers took part in the discussion, and many visitors came to listen. Before passing on to the question of improvements in the schoolhouses, I wish to state that the regrettable incident that occurred in the public conference at which the commissioner of education and the secretary of the department were present was wholly unexpected by most of us, and that the termination given it was made necessary by the circumstances. It was not my intention to restrain the liberty of speech of anybody, but simply to insist on the maintenance of the common courtesies.

The improvement in the schoolhouses of this district may best be set forth by calling attention to the statement of the general superintendent of education, in which he says, after spending several days here and visiting many of our schools, that Humacao stands next to San Juan in the excellent hygienic and material condition of the school buildings. The change in the appearance of them has been much commented on by visitors to Humacao.

At the beginning of the year the owners of schoolhouses were notified that their buildings would not be rented unless they were properly repaired and painted before the opening of the school year. In the majority of cases these instructions were heeded. Several schools were enlarged in order to seat with comfort the required number of children. Of the two schools in which I found families living on the premises, one was vacated in accordance with section 10 of the school laws. The other, on account of special circumstances, continues in the former condition in spite of efforts to effect the required change. If the family should not move before the beginning of the next school year, the building will not be used for a school.

The school which has undergone the greatest improvement and enlargement is the so-called "Escuela del Pueblo," of Humacao. At first in a dilapidated condition, with poorly lighted rooms and bad hygienic conditions, it is now reckoned one of the best municipal buildings devoted to school purposes. Sep-

arate playgrounds have been provided for the boys and the girls; separate outbuildings erected; fences built, and garden plots formed, in which the teachers and pupils have raised extensive beds of flowers. Where formerly only four rooms were occupied, we now have nine, besides an excellent storeroom for books. Less rent is now paid for all this than was paid last year for the four rooms alone.

Since the Yabucoa building of six rooms is nearing completion, and since the Patillas school will probably be built during the summer, it seems certain that the district will be reasonably well provided with schools. A new school-house at Maunabo is an absolute necessity.

During the year several schools were transferred to the towns, either because of failure to secure teachers or because of lack of attendance. The results have in every instance justified their removal.

Of the school boards I have little to say. It was my fate to find them all on the point of resigning, and two of them made the attempt on several occasions. They were, however, induced to continue, so that there has been no change of school boards, except through the general elections, during my term of office. They are one-man affairs, and sometimes not even that, and are little interested in the progress of education.

To summarize, I should say that the district is in a fair condition in respect of education. The schools are well equipped and well situated. More schools are needed in most of the towns, and several in the rural districts of Humacao. A library has been installed in Humacao contiguous with the Escuela del Pueblo, and it is much frequented by the school children.

A few words concerning the instruction in English may not be out of place. Wherever possible, I have given the English teacher a separate room. Real instruction in living English has been emphasized, and the mere book-method has passed away. In Humacao, beginning with the second term, the teaching in English was given an equal position in the upper grades, with the instruction in Spanish. We therefore have, in the Ponce de Leon School, the half-day system in both languages. Arithmetic, language, and geography or history are taught in English, the other subjects being given in Spanish. Good progress has been made in spite of the inconveniences to which that school has been subjected. This system, I feel, is the one that should, for the present, be made general on the Island, even though, as is quite natural, it has some serious defects. I believe that instruction entirely in English, excepting in such large cities as San Juan, Ponce, and Mayaguez, can not be made successful for some time to come. That it will come eventually, there can be no doubt. I believe that it should gradually replace the half-day system, just as the latter is replacing the so-called "special" method.

I take the liberty of making here a few suggestions which will certainly be of use to this district, and perhaps to others.

1. School boards should be instructed at the beginning of the year to enforce contracts with teachers, and not to accept their resignations without proper investigation. The school board of Humacao, which started in to accept resignations for the most petty reasons, has been brought to see how prejudicial this is to the educational interests of the community.

Recently the resignation of a certain teacher, who alleged ill health, was rejected because the teacher could not substantiate his pretext. A good precedent was then established. I believe that if the school boards were to investigate each case much labor might be saved for all of us. Although a resignation has no force unless approved by the department, many of the teachers do not understand this, and much confusion is the consequence.

2. Teachers should be given plainly to understand that they must, in case of resignation, continue at school until their resignation has been approved by the department.

3. It should be suggested to the school boards that yearly contracts for house rental should be drawn up and enforced.

4. A concerted plan of action should be formed for compelling delinquent parents to send their children to school regularly, as provided for in section 60 of the school laws; and justices of the peace should be compelled to carry out the provisions of the law mentioned. The chief obstacle to success in this matter is the justice of the peace. Not unwilling to ostentate his authority in such harmless affairs as oral warnings, he shows the greatest obstinacy in passing the only salutary corrective, namely, fine or imprisonment. Besides, it is exceedingly difficult to complain of him to his superiors, since he works very leisurely in this matter, and always has an excellent excuse. In this district

I have kept the justices busy with complaints about delinquent parents, yet, in spite of repeated transgressions, no parent has, up to the present, suffered more than an empty warning. An enthusiastic teacher and a well-conditioned school are undoubtedly most instrumental in obtaining a good attendance; but, unfortunately, many of our teachers and schools are not of this class. Besides, cases present themselves in which the official punishment is the only useful measure. On account of the great importance of this side of our work, I would suggest that the department send to the superintendents printed forms drawn up in legal phraseology, and addressed to the justices of the peace. These blanks should be used individually—that is, each case should be reported on a separate blank—and should contain the name of the parent or guardian and his residence, the name of the delinquent child, that of the teacher making the complaint, and the school and date. In addition, the department could require the superintendents to report the names of the officials who are not careful in carrying out the mandates of the school law.

5. All vaccination certificates should be filed in the office of the superintendent, thus avoiding much work and annoyance in the future.

6. It seems to me that the classes in English for Porto Rican teachers might with profit take the form of model or practice lessons, such as would be of use to them in their own teaching of that language. Two groups could be formed: one for rural teachers, the other for graded teachers. By means of some such plan the teaching of English, where there is no American teacher, would give better results, and, I think, the teachers would not be losing anything.

In closing I wish to thank the commissioner of education and his assistants for the courteous treatment and the cordial support always given me in the fulfillment of my duties.

Respectfully submitted.

J. WARSHAW,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION FOR PORTO RICO.

SCHOOL DISTRICT No. 5.

DEPARTMENT OF EDUCATION OF PORTO RICO, OFFICE OF DISTRICT SUPERINTENDENT, *Caguas, June 30, 1905.*

SIR: As required by law, I have the honor to present to you my report on the fifth school district for the academic year 1904-5.

This district is composed of the municipalities of Caguas and Gurabo, San Lorenzo and Juncos, and Aguas Buenas, with the personnel expressed below:

	Princi- pal.	Acting princi- pal.	Grade.	Night.	English.	Rural.	Total.
Caguas	1		11	1	3	10	26
Gurabo			3		1	4	8
San Lorenzo		1	4	1	1	6	13
Juncos		1	3		1	6	11
Aguas Buenas			2		1	5	8
Total	1	2	23	2	7	31	66

The San Lorenzo board was unable to maintain 12 rural schools, and consequently the number was reduced to 10, but, due to the scarcity of teachers, only 8 have been actually working during the year; and Aguas Buenas, for the same reason, could open but 4 rural schools.

Many teachers have resigned their positions in the course of the year, causing considerable annoyance in the schools. I think that in the future all the teachers should be required to fulfill their contracts to the letter, so as to avoid the aforesaid evil.

Thirty-one buildings with 52 rooms have been used for school purposes. Some of these schoolhouses are excellent, many are good, and, of course, poor ones are not lacking, but they are only a few and I hope to do away with them next year. A 3-room graded school will soon be erected at Aguas Buenas; the Caguas board

has in its budget an allotment of \$350 for the purpose of building a rural school which will be completed during the coming summer vacation; two caminero buildings located on the Military road, within the boundaries of Caguas, have been repaired and equipped for school purposes at the expense of the board, and two more will probably be used next year.

The scholastic work in both town and rural schools has been carried forward with good spirit and, generally, in a steady, intelligent, and efficient manner; most of the teachers have been successful in the performance of their manifold duties, and a large majority of the pupils have been ready and eager to take advantage of the opportunities offered for their education. The enrollment and attendance have been comparatively higher than during any previous year, and the progress made up to date is correspondingly good.

One of the evils I have had to contend with is that a few parents, anxious to place their children at remunerative occupations, have evaded the compulsory attendance law, and I am sorry to state that the judicial authorities have not made the slightest effort to stop the practice, although frequently urged to do so.

I submit to your consideration the advisability of authorizing the school boards to create a corps of truant officers legally empowered to make arrests and to prefer charges to the justices of the peace against all persons guilty of disregarding the attendance law.

In the first week of January the course of study for rural schools was received at this office and immediately distributed among the teachers. It has been a great help in the reorganization of the rural schools, which are now uniformly graded throughout the district.

A course of study for six or eight years for the town schools should be prepared, as the one now in force is far from being of practical use. The ground to be covered in the different subjects taught in each grade is not definitely outlined, and the result is that each teacher gives instruction to the extent he or she thinks best. I have tried to ameliorate the existing conditions by issuing graded courses in physiology and hygiene, geography, history, and physical culture; but I think it is time for the Department to take some action in the matter.

During the second term we were greatly hampered by the appearance of cases of smallpox in some parts of the district, to such an extent that work had to be discontinued in one school. In another school several pupils were afflicted with diphtheria. Perhaps it would be advisable to organize a systematic medical inspection of the children in the public schools, under the immediate charge of the health officer of the municipality, so as to prevent the spread of contagious diseases.

A highly commendable feature of this year's work was the teachers' institute held at Caguas, March ult., under the direction of Miss Susan D. Huntington, the able and experienced teacher of the normal school. Almost all the teachers of the district attended the institute duly prepared to take part in the discussions of the several pedagogical questions presented for debate. One of the evening sessions was reserved for a meeting of a general character, and we had the pleasure of hearing speeches delivered by Doctor Falkner, Mr. Ames, and Senor Martínez.

Forty-three teachers took the oral and written English examinations prescribed by the department, with the following results: Average for Group A, 80.98 per cent; average for Group B, 68.50 per cent; average for the district, 74.74 per cent.

The legal holidays have been duly celebrated. Programmes were carefully prepared and the attendance of patrons and the general public was large and select.

The school boards of Caguas and Aguas Buenas deserve special mention for the deep interest they have shown in furthering the cause of education and for their untiring efforts to improve the condition of the schools.

Respectfully submitted.

C. A. REICHARD,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 6.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Guayama, P. R., May 31, 1905.

SIR: In compliance with section 62 of the school law, I have the honor to forward herewith the sixth annual report on public schools of the district of Guayama.

The district, which was last year composed of the municipalities of Guayama and Patillas, is now composed of the municipalities of Guayama and Cayey, Patillas having been transferred to the district of Humacao. Cayey municipality, being composed of Cayey and Cidra, has brought an addition of about 18 new schools over that of last year.

Little change has taken place in school buildings. Nearly all that were in use last year have again been opened; the new school buildings which were promised have yet to be built, although the sites for them have been secured for over a year.

The city of Guayama was granted an industrial school, which was opened September 26, 1904, with an enrollment of 110 pupils. During the first term the work was not at all satisfactory. Supplies were late in arriving from the United States; drawing teacher did not report until second month of the term, and when supplies did arrive the teacher for carpentry failed to report. It was not until the beginning of the second term that the school was really in running order. It was hard work to keep the children interested in the school with nothing more than promises to work with. The second term was much better, and all seemed to take quite an interest in the work. A large portion of the pupils were of the better families of the city, and the work done by them showed that they were anxious to learn; but just when every one was doing his and her best the legislature failed to appropriate money for continuing the industrial schools of Arecibo and Guayama after June 23, 1905. This at once caused a decrease in the attendance, and in the third term very few were reenrolled. The department, however, has granted to the city of Guayama six more schools in lieu of the industrial, in order that none of the children now in the industrial school may be without a school next year.

Those children who attended the industrial school have no doubt lost a little as far as the academic work goes, but I think by hard work on the part of both teacher and pupil, and close application on the part of the latter, we may hope to have them up to the standard by the end of the first term in the coming year.

A number of improvements have been made in the school buildings by the local board of Guayama, among which were the stationary washstands and filters which were placed in the Washington graded school, the connection of the pipe leading from the roof of the building to the sewer, which prevents the flood of water which used to sweep over the ground in front of the school whenever it rained, making it impossible for the children to enter without getting wet, and the transferring of the graded school of Calle Nueva to a large brick building which contains modern plumbing. This building contains at present only three classes, but next year there will be at least six if not seven opened there.

In Salinas I am glad to state that the board has succeeded in obtaining the entire house, which was occupied last year by the alcalde, justice of peace, and one graded school. Now we have two very nice rooms in this building, with an enrollment of 123. The other graded school is in a small brick building, which, although cool and light, is entirely too small for a class of 50 children in the fourth and fifth grades.

The schools of Arroyo have been rather cramped for room this year. I was obliged to open all four classes under one roof on account of there being no other building suitable in town for school purposes. Of all the towns of this district Arroyo is the one that is most in need of a large school building. How Mr. Enrique Huyke has been able to keep the attendance up to where it is, is beyond me. I would suggest that if it is possible a graded school of at least four rooms be built next year in this town.

Cayey schools are in fairly good condition. The Harrison graded school needs paint rather badly, and I think that the board there will be able to paint it before the reopening of the schools. The building in the center of the town was formerly a private dwelling house, and contains six classes. Although the owner has not received any rent for several months, he has been able to keep the building in pretty good repairs, and it is quite presentable. Cidra, a barrio of Cayey, has three graded schools; two in one building, owned by the municipi-

pality, and one in a small room of another house on the edge of town. This room is entirely too small for the class, but I am sorry to say it is the only one that can be rented in town. The people of Cidra take quite an interest in its schools, and have requested several times that an English teacher be sent to teach there. The rooms of the building owned by the municipality are of good size, plenty of light and air, and, best of all, are clean.

All the schools of the municipality of Guayama are equipped with modern furniture, with the exception of three rural schools—Palmas Abajo, Pitahaya, and Yaurel. All the schools have two chairs, a teacher's table or desk, clocks, bells, filters, bookcase or closet, and long blackboards, 3 by 12 feet, made by the local board.

Cayey municipality has not been so fortunate. While most of the graded schools have desks, one or two still have the long table and bench, and the rural schools have only the old-time bench with table desk in front. I am in hopes that the board will be able to buy a few desks for next year, in order that the schools may be more presentable. In two of the schools the children have to rest their slate or paper upon their knees, and use that for a desk.

Progress in the schools, as a whole, has been very good. During the first term not much interest was shown either by the teacher or pupil. Enrollments were poor and attendance miserable. The fault certainly was the teachers', and I was compelled to address a letter to them requesting that they give a little more attention to the enrollment and attendance.

Most of the teachers were discontented with the manner in which they were compelled to receive their pay, but after the second term began I saw a great improvement. Teachers had brightened, and were taking an unusual interest in their classes, and the result was that the enrollment increased at least 10 per cent, while the attendance was all that could be expected at that season of the year.

A teachers' institute was held here in Guayama, March 28 and 29, with Mr. E. N. Clopper, principal of the Central High School of San Juan, in charge. All the teachers of the district were present. The local board, in order to help demonstrate some of the methods of teaching, brought one of the graded classes from Arroyo, Mr. Enrique Huyke's; one rural school from barrio Corazón, Mr. Gregorio Manautou's, and, together with two of the graded schools of Guayama, had the classes in session for half a day, in order that all the visiting teachers would have a chance to see the methods used by the teachers of the classes, and to make notes in order to enter into the discussions and to give their views on the methods used. The afternoon session was given entirely to that work. After the classes were dismissed the board gave a dinner to the children from out of town, and they all seemed to enjoy themselves very much. The hotel expenses of those teachers who lived out of town were paid by the local board of Guayama, while the board of Cayey paid for the transportation. Many of the teachers expressed themselves as being highly satisfied with the institute, and claimed to have gained considerable knowledge from it.

At night, March 28, Dr. R. P. Falkner, commissioner of education, Mr. José Gordils, and Mr. Celestino Domínguez delivered addresses to the public in the Methodist Church.

The school board of Guayama has taken quite an interest in the work of the schools this year. They have visited with me all the schools, graded and rural, and wherever anything was needed have ordered same to be bought at once. Mr. Cuevas, president of the board, and Mr. Domínguez, member, have examined nearly all the schools and state that they are entirely satisfied with the work being done. A large number of the new American desks have been bought and placed in the schools, together with clocks, filters, bells, chairs, bookcases, and brooms. The board has also bought a complete outfit of athletic goods, baseballs, bats, masks, chest protectors, gloves, and mits, tennis for the upper graded schools, croquet, footballs, and a volting pole. They have also bought dumbbells, Indian clubs, pulling machines of rubber, rings, horizontal bar, parallel bars, and trapeze. These are to be put in one of the school buildings, and those children whose deportment has been good will be allowed the use of same on Saturdays. Any child who has been absent without cause or whose deportment has not been good will not be allowed on the playgrounds. The municipality has granted to the school a plot of land of 4 acres for the purpose of making an athletic park. This park will be used to stimulate an interest in the work of the school as well as to improve the body and physique of the children.

Bids for the building of a rural school building at Central Aguirre have been asked for, and I am in hopes that this building may be built before the begin-

ning of the next school year. The local board of Guayama, together with the department of education, are going to build four rural school buildings, at a cost of about \$700 each. Each school will have from 2 to 4 acres of land attached on which the teacher will be able to grow a small garden. It is hoped that these schools will be completed by the 1st of September.

The agricultural school of Arroyo has not been an entire success this year. Very small boys have attended this school and they were really not able to grasp the idea of farming. The school should be changed to a site near running water and should have at least 4 acres of land. Mr. José E. Navarro has worked hard this year, but everything has been against him. I think that it will be better to change the present agricultural school into a rural, and I am sure that the result would be satisfactory.

There has been only one dark spot in this year's work, and that was at the changing of the local boards at the beginning of the year. When the treasurer of the former board was requested to turn over his accounts it was found that there was a shortage of several hundred dollars. The treasurer has been arrested, but so far nothing else has been done.

Of the teaching force this year there is little to be said. No great changes have taken place. The vacancies caused by the resignation of Mr. John J. Alsieux and Miss Maria I. Colón Rosich were filled at once by Mr. José Ortiz Ramos and Mr. Manuel Planellas. Very little sickness has occurred among either the teachers or children, although at one time I was afraid that small-pox would cause me to close the schools of Guayama.

Heavy rains have on two occasions prevented the teachers from attending their schools, but on the whole everything has gone on smoothly.

The examination held for graded and rural teachers did not turn out as well as expected. I feel obliged to state that I think the graded was rather severe. The examination in English for Porto Rican teachers has been held, but so far the results have not been made public. In the oral examination, while no extra high marks were obtained by the teachers here, still the general average was good. Progress has been made that is easily observed, and I feel that many of the teachers that took the English examination will be able to teach some of the subjects in their schools in English—say, arithmetic and geography.

The plan of study for the rural schools, issued by the department of education, has been a help, but it still can be improved upon. A uniform course of study should be issued for the use in the graded schools in order that all schools in each district of like grade may be working upon the same basis.

Books and supplies this year have not been altogether satisfactory. Of the books, there has been a plenty, but the texts should be changed. Supplies have been short, especially ink, chalk, pen points, composition books, and copy books. I am satisfied, however, that next year this defect will be corrected.

More schools are greatly needed in this district, especially in the rural districts. I can use at least four each, rural and graded.

The teacher of English has been of great help this year and will be more so next, as no doubt there will be a much larger amount of English taught during the coming year, especially in the upper grades. A music and drawing teacher is also needed in the schools. While the Porto Rican is naturally musical, still some of the songs sung in the schools sound at times rather rusty.

Respectfully submitted.

JNO. W. ZIMMERMAN,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 7.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Aibonito, P. R., May 31, 1905.

SIR: I have the honor to submit my annual report for the school year 1904-5. This district comprises the same towns as in the previous year—Aibonito, Barros, and Comerio.

The school year opened with a good enrollment in all the towns. The attendance has been generally satisfactory during the entire year. For the number

of schools in the respective towns, and all statistics, I respectfully refer you to the report to be submitted by the chief of the division of school supervision.

The supervising this year has been more effective, due to the fact that the superintendent has become better acquainted with the geography of the district and the personality of his teachers. He is thus able to visit oftener, by the best trails, those schools where the teachers most need help and suggestions. Much time is hereby saved, as many of the schools are rural and are located somewhat distant from the towns. The work has also been aided by the installation of a typewriter in the superintendent's office, which is a great help in sending more frequent circulars to the teachers.

The corps of teachers this year is practically the same as the previous year. However, a number of changes have been made in the locations. Wherever possible, the married men among the rural teachers have been so located that they could live in the country near their schools. This is an important factor in the interest and attendance in the country. When the teacher goes from the town to his school and immediately returns to town after school hours, he naturally fails to touch the real life of the country, and can not become acquainted with the families in the vicinity. So it often results that the young teacher complains of poor and irregular attendance, due, in a great measure, to his failure to interest the parents of his pupils.

In some cases the schools have been moved to new locations in their respective barrios, so as to be more central, or in locations where the swollen streams during the rainy season would not tend to lower the attendance.

In a few instances the schools have been moved from their barrios to other barrios where no schools have been located heretofore. This has been done when a school has a very low enrollment or poor attendance. It is a lamentable fact that we have more rural schools than available teachers. In some barrios the enrollment is so large that two schools should be opened instead of one. These conditions can only be remedied when we have a sufficient number of rural teachers who are willing to go out into the country to live a long distance from the towns.

Considerable improvement has been made this year in making the school-rooms and grounds more attractive. In many instances the rural schools have their school gardens. Much interest is aroused by giving each child a special part of the garden to care for or a special plant to be responsible for. The children arrive early in the morning to spend an hour or more in this work. The flowers are sometimes picked and placed on the teacher's table, thus making the otherwise bare room more cheerful and pleasant. Drains, fences, and gravel walks have been made in some cases to make the school and its surroundings an object lesson to the community of the improvement that can be made by a little care and attention. Some of the teachers have not only been interested in getting the children to work for the local improvement, but have constructed tables, benches, and desks at their own expense simply because of their true interest in the school. Such teachers who do not regard their school as a mere means of livelihood should be given all possible encouragement in their unselfish interest in their work.

The graded schools have been doing very satisfactory work this year. Two graded schools have been open the whole year in Barranquitas where they were closed last year, as explained by last year's report. The schools are overcrowded, and it seems advisable to open three graded schools for the coming year. In Comerio an additional graded school was opened in March and is doing well. In the other towns the number of graded schools has remained the same, taught by the same teachers.

In this district the grades are limited to the lower ones. This is due to the fact that, in the majority of cases, after the child has passed the fifth or sixth grade he leaves school. The question has been raised as to the advisability of making the work of the higher grades wholly in English. Here in the interior it is not practicable because the teachers are not competent to teach in English, and the children on the other hand have not had sufficient training in English so that they could do satisfactory work.

The work in English in the schools has been much better than last year, as there have been more English teachers in this district. The same teacher has been in Aibonito the whole year. In Barros there has been an English teacher since October. In Comerio we have been less fortunate, as the teacher resigned near the close of the first term. However, there is at present an energetic worker there for the last term. In order to help the teachers of Barranquitas in their preparation for the English examinations the English teacher of

Aibonito gave a teachers' class there once a week. For the last term there is an English teacher in that town, and the work done along this line is very satisfactory.

In general the classes in English for the teachers have been well attended, and a reasonable progress in English has been made throughout the district. For the first time the teachers were subjected to an oral examination by a board of three superintendents. The method used in conducting the oral examinations has proved very satisfactory. Each teacher was examined privately before the board, each member of which submitted the same question to every teacher in each group. Thus the examination was completely uniform and just. For the coming year the superintendent begs to suggest that the department select a set of questions, which shall be used throughout the island on a given date. In this way a just comparison can be made as to the standing of teachers throughout the island.

In Aibonito there has been a night school. This school is attended by persons of adult age, and the work is satisfactory.

The school boards of the district have always given their prompt aid and interest to all matters pertaining to the public schools.

Little has been done this year in bettering the furniture of the schools, due to the lack of funds. The school board of Aibonito has bought a large bell for the grammar school building. This is an obvious improvement, as the town has no public clock. Its effect on the promptness of arrival of the children to school is well marked. The school board of Barros bought a house and fitted it for three of the graded schools. This economy in a short time will give funds with which the board can build rural schools.

One general teachers' institute was held in March under the direction of Mr. Felipe Janer, of the normal school. In the evening a public session was held, in which the commissioner of education addressed the public. Much interest was manifested. Nearly every teacher attended, and the interest aroused showed the benefit of the method followed. If the same method of outlining all the subjects in our schools were followed, better results would be obtained. The teachers would have something definite to follow in planning their work, and the children would be led to realize the importance of arranging their knowledge in a logical, topical order.

The school holidays have been observed throughout the year. However, in each case the programme was made simple, to avoid spending too much school time for these special occasions.

The outlook for the coming year is bright, and district No. 7 has good reason to feel that it is moving steadily onward.

In conclusion, I thank you and your able assistants in the office for the ever ready assistance I have received.

Respectfully submitted.

GEO. L. SPAULDING,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 8.

DEPARTMENT OF EDUCATION,
OFFICE OF DISTRICT SUPERINTENDENT,
Coamo, P. R., June 1, 1905.

SIR: I have the honor to report as follows on the work of the schools in this district during the year about to close.

Bringing to your attention at once the phase of the work which it has seemed to me most urgently demanded my own attention and thought—the English—both from the standpoint of boards, teachers, parents, and pupils, as well as from my own individual point of view as a representative of the department, I find a special pleasure in being able to inform you that this year has witnessed not only the mere successful beginnings of two English schools, but these beginnings with the enthusiastic approval of both boards and parents, together with the sincerest interest on the part of the pupils to whom the privilege of membership in these schools was allowed, expressed by their earnest cooperation and their eagerness for that privilege. That it is considered a privilege hardly

needs further proof than the interest expressed to me by word of mouth, especially on the part of parents anxious for practical English instruction for their children, but as well by all the members of the boards in Coamo, Juana Diaz, and Santa Isabel, and by the alcaldes of these towns. That is considered the end of all the instruction to be received in the schools; that is their purpose, in the minds of the children, in going to school and in the minds of their elders in sending them to school—to learn English.

But it does not follow that this apparent specialization in English has resulted or is likely to result in an actual specialization in that subject, or even a partial neglect of other subjects. I do not consider English the most important. Given the necessity for special attention to the subject I consider most important, I should put that attention upon the arithmetic. Not that the pupils need especially to learn to add 2 and 2, and 4 and 3, and to subtract and divide and multiply; that they do readily enough with ordinary aptness. But the difficulty seems to be in teaching them to think. The problems in which the operation to be performed is clearly indicated present no difficulty; the operation is carried out and the problem solved. When they are left to discover for themselves the difficulty begins. They lack reasoning power. And the development of that power to think is the important mission of the schools everywhere and especially here. I have no suggestions to make; for the present I can do no more than call your attention to the fact that this is the question still open to solution which I consider of prime importance, and to say that so far as the schools of this district are concerned the step I purpose taking is in the direction of better teachers in the first grades and the insistence upon more careful attention to arithmetic in all the grades. In the two schools in charge of American teachers giving instruction in English, one in Coamo and one in Juana Diaz, arithmetic is being taught in English; and in Juana Diaz the fourth and fifth grades have received instruction in arithmetic in English. This has resulted apparently in a gain rather than a loss in the pupils' knowledge of arithmetic, due probably in part to the larger ability of the American teachers and probably in part to the pupils' desire to master the English.

It is now my intention to open next year two schools in Coamo, two in Juana Diaz, and possibly one in Santa Isabel, with American teachers in charge, which will mean that instruction in the grades above and including the fourth grade will be given in English, with the pupils of the second and third grades receiving an hour's instruction in the English language each day from an American teacher and those of the first grades receiving what instruction the Porto Rican teacher in charge may be able to give in the English language guided by the American teachers. The arrangement for instruction in the English language in the second and third grades is possible through the fact that the Spanish language is taught by Porto Rican teachers in the schools in charge of American teachers, leaving the American teachers an hour or two each day which they do not spend in their own rooms.

The instruction in geography in the American school at Juana Diaz has been given in English by the American teacher in charge, but of necessity through the use of Spanish texts. The American school at Coamo, however, besides being very large is divided into three groups, and the demands upon the teacher's time are so great that it has been necessary to have the instruction in geography given in Spanish by a Porto Rican teacher. The instruction in other subjects—history, civil government, hygiene, and drawing—has been given in English; and at Juana Diaz in geography as well.

Both in Coamo and in Juana Diaz the American school consists of the seventh, the sixth, and the advanced half of the fifth grades. The best token I can lay before you of the quality of work being done in the schools is the fact that during this year Coamo has secured one scholarship in the normal department of the university on the part of a seventh-grade pupil; Coamo, Juana Diaz, and Santa Isabel, one scholarship each in the agricultural department of the university; and a seventh-grade pupil from Juana Diaz captured a rural teacher's certificate at the last teachers' examination. The credit for this good showing, however, I may call your attention to the fact, does not fall to my own labors, but rather to those of my good predecessor. I took charge of the district December 1, 1904.

For the rural schools I am unable to report any particular changes or improvements beyond those involved by the introduction of the Plan of Study. In three schools it has been impossible to use any of the programmes proposed in the Plan of Study for the reason that, although divided into three groups, the schools consist of a large class of first-year or second-year pupils and divided

into two groups, with a small class of second-year or third-year pupils forming a third group. In other cases either one or the other of these programmes has been followed, although in some cases I might have preferred the programmes I found in use, the average of which may be represented by the following:

Time.	Class A.	Class B.	Class C.
9.00...	Opening exercises.....		
9.10...	Arithmetic.....	Study arithmetic.....	Drawing.
9.30...	Study arithmetic.....	Arithmetic.....	Study arithmetic.
9.50...	Study English.....	Study arithmetic.....	Arithmetic.
10.10...	English.....	Study English.....	Study arithmetic.
10.30...	Study English.....	English.....	Study English.
10.50...	Study Spanish.....	Drawing.....	English.
11.10...	Writing.....		
11.25...	Recess.....		
11.45...	Spanish.....	Study Spanish.....	Drawing.
12.05...	Composition (Spanish).....	Spanish.....	Study Spanish.
12.25...	Study arithmetic.....	Study Spanish.....	Spanish.
12.45...	General lesson (nature study).....		
1.00...	Physical culture.....		Dismiss.
1.05...	Arithmetic.....	Study arithmetic.....	
1.25...	Drawing.....	Arithmetic.....	
1.40...	Language.....	Drawing.....	
2.00...	Dismiss.....		

On the outlines of the ground to be covered in each subject each year a word of comment as to their excellence is so easily forthcoming that it is hardly necessary to say more than that they are an improvement and a help.

It has been my intention to make the rather radical change of converting each of the rural schools into practically what might be called an agricultural school, although the gardening, as it more properly should be called, would not be on a large enough scale to be dignified by the title "agriculture." So far this intention has resulted in nothing more than a few simple experiments for the sake of familiarizing myself with the conditions under which garden seeds produce best results in Porto Rico. The result of this change, if made, as I shall hope it may be next year, would be, I believe, not only a school garden of flowers at every rural school, and possibly at some of the graded schools, but also, at least in the rural schools, a little "truck" patch which, if it be a good truck patch, however small, would teach its lesson to every family in the barrio.

In conclusion, it is a pleasure to acknowledge the assistance readily and willingly given by the Coamo and Juana Diaz school boards, acting as boards, and by the members of these boards personally, and to report to you that here we have men who are interesting themselves with all their hearts in the work of the improvement of the schools, who see and believe in the fact that the future of Porto Rico depends upon the training of the little people in the schools to-day. The board at Coamo, laboring under the disadvantage of a dreadful lack of funds, have maintained their schools and will have paid before the beginning of the next school year all the debts incurred during this year. The board at Juana Diaz, with a comfortable showing at the bank, are arranging for the construction of rural schoolhouses; and although inclined to resent the refusal of an assignment of the additional schools to Juana Diaz which they think the municipality should have, they are willing to work ahead and do the best they can with what they have.

Respectfully,

GAIL S. NICE,
Superintendent.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT No. 9.

DEPARTMENT OF EDUCATION,
OFFICE OF DISTRICT SUPERINTENDENT,
Ponce, P. R., June 30, 1905.

SIR: I have the honor to submit herewith my sixth annual report as district superintendent of schools:

The good effect of the teachers' expedition to the United States during the vacation of 1904 was apparent from the beginning of the present school year. To most of the teachers this trip was a revelation, and when one considers that all that the majority of them know about the United States they have learned from the text-books used in their schools and from the articles published in the local newspapers, usually full of misstatements and exaggerations, the value of the knowledge thus acquired at first hand may be appreciated. Such a trip is worth years of study, and the effort and expense involved in organizing and handling this expedition could not have been put to a better purpose.

In my report of last year I expressed the opinion that this district possessed the worst school buildings on the island. During the present school year we have been able to make considerable improvement in the matter of school buildings, and all of the graded schools, at least, are now comfortably housed. Through the completion of the Cantera School we were able to vacate some of the worst buildings we had, thereby increasing the enrollment in these schools about 30 per cent, to say nothing of the improvement in the quality of class-room work. At present a new building for the high and grammar school is under construction on a site directly in front of the Roosevelt Industrial. This site was acquired by the municipality last January, and will form part of the extensive grounds to be finally occupied by the high, grammar, and industrial schools. The department architect assures me that the new building will be the best constructed up to the present time under the direction of the department, and when finished will, with the industrial school, complete the finest group of school buildings to be found on the island. The grounds are spacious and contain many fine trees, including some fifteen or twenty beautiful royal palms. The school board has made a liberal appropriation for beautifying and keeping the grounds in order. A fountain will be placed in the center of the high-school courtyard, cement walks to the entrances, and the entire grounds inclosed with a neat fence. There will be room for baseball and basket-ball grounds, and an appropriation has been made for purchasing such athletic goods as may be needed by the different teams.

In a number of cases we have been obliged to change the rural schools to other buildings, as the owners refused to do anything toward putting the buildings in shape for school purposes. This is due in part to the fact that former school boards never exacted anything in the way of repairs. The average rent paid is too low, many of the buildings yielding their owners less than fifty dollars per year. I have recommended that this amount be increased where the buildings are in good condition, or where owners show that they are disposed to make necessary repairs. During the coming vacation I propose to take up this matter with the owners of the buildings, and I think that by the opening of the school year our rural schoolhouses will not be the "worst on the island."

When I came to Ponce at the beginning of the school year of 1903-4, I found seven of the graded schools in the city furnished with the old, rickety, long desks and benches. I got rid of all these before the end of the year, and since the beginning of this year the school board has spent over \$1,200 for new desks. As many of these desks have been purchased for the rural schools, we are using only double desks, which I find are preferable to the individual desks. They have the advantage of being much cheaper, are easier to transport and set up, and do not take up so much space. Most of the rural schoolrooms are too small to accommodate 50 individual desks, although they will hold 26 double desks, which will seat an equal or greater number of pupils. In our budget for this year the appropriation for furniture is over one thousand dollars and we shall gradually do away with the long desks and benches in the rural schools.

I can not recommend the use of adjustable desks in this country. Neither teachers nor janitors know how to adjust them and they are constantly getting out of order, due to the fact that not one native carpenter in a hundred knows how to set them up. The double desks may be employed to advantage in small graded schoolrooms. Through their use in some of the schools of the city I have been able to increase the enrollment in a single room from 12 to 15 pupils, without undue crowding, the aisle space being greater than before.

As outlined in my last report, we adopted a new plan in the teaching of English this year. Being fully convinced that no really practical results in this work could be obtained until instruction in all subjects was given in English, I put all grades above the first on the English basis, the work in all subjects except Spanish language being given in that language. For this work, in addition to the regular American English teachers, I utilized the services of nine Porto Rican graded teachers who were far enough advanced to teach in English without difficulty.

Some efforts along this line have been made in other towns of the island, but this is the first attempt to change the work of an entire system of city schools from Spanish to English. Some difficulties were encountered at the beginning, but they were easily overcome, and the results of the year's work far exceed my expectations. Practically no opposition was encountered, except from a few teachers whose insufficient knowledge of English prevented their election to positions here. For the coming year the number of Porto Rican teachers who will work in English has been increased to 15, and I can now put all the schools of the city on the English basis, including all first grades. Practically the same plan as that of last year will be followed, except that the Porto Rican English teachers will teach the lower grades, leaving the work from the third grade up in the hands of Americans.

Before leaving this subject I wish to say that with the demonstration of the practicability of this plan I consider that the problem of successful English work in the graded schools is solved. We can never popularize the knowledge and use of English in this country so long as we restrict the teaching of it to Americans. The number of American teachers we have is altogether too small for such a task, and there is no hope of increasing this number. Porto Rican teachers competent to do this work are not plentiful, but they are rapidly increasing in number, and it need be but a matter of a few years when all the school work in the towns may be done in English. Its immediate introduction in the rural schools is not possible at present, although it is my intention to increase the number of subjects taught in English in the rural schools nearest the city this year. These schools are of course the most desirable of the rural schools, and at my suggestion, the school board adopted the plan of assigning to these schools the teachers who obtained the highest marks in the yearly English examination, while those with low marks have been moved out to the more distant barrios. This has the effect of encouraging the teachers in the study of the language and of making a lazy teacher feel that neglect of this work will result in personal loss and inconvenience.

I have been very fortunate in having the unconditional support of the school board and general public. So far as possible, we have tried to avoid making unnecessary changes in the teaching force. The school board opposes the discharge of any teacher on the ground of inability to teach in English, but has passed a resolution to the effect that all new graded teachers appointed in Ponce must be able to do their work in both languages. In this way the entire corps will eventually be made up of teachers of this class, and in the meantime the teachers who do not know English can devote their time to teaching Spanish in the first and second grades, where nearly half the time is given to this subject. Special importance is given to Spanish during the first two years, in order that the large number of children who are unable to attend school more than three or four years may at least acquire a good working knowledge of their native tongue. It is not my intention to neglect or eliminate Spanish, but to give the pupil practical instruction in both languages.

The completion of the new high school building will give us the opportunity to make a great improvement in the school organization of the city. A grammar school of 8 rooms will be opened in the same building with the high school, and in future all pupils of the fourth or more advanced grades will attend this school, those of the lower grades attending the graded schools situated in various parts of the city. This centralizing of the higher grades will undoubtedly result in much better and more uniform work in these grades and will eventually give us a strong high school. One of the most important immediate results of the adoption of this plan is that it will make room for at least 150 more pupils in the city schools next year.

The opening of a commercial course in the high school is certainly a move in the right direction. Much of the instruction given in the high school at present is not the kind needed by the class of pupils attending the school. Many of them are very poor, and do not feel that they can afford the time to study Latin

French, and English literature. The commercial course, if properly handled, will hold such pupils in the high school for at least two years, and will prove of much greater benefit to them than some of the studies pursued this year.

As the grammar school and the industrial school are situated so near each other one principal will have charge of both schools. While the work of the industrial school during the present year has been very satisfactory, the enrollment has never reached the capacity of the school, and the cost of instruction per pupil was so high as to call forth considerable criticism. The plan to be followed during the coming year will remedy this to a great degree. The pupils of the school will be divided into two sections, the first section attending during the morning session and the second section during the afternoon session. The academic work will be done in one of the graded schools, one entire session being devoted to it each day. As a result 300 pupils will be enrolled, more than double the enrollment at any time during the present year, and the time devoted to industrial instruction will be the same.

Soon after the beginning of the school year I took up the matter of securing a school library of good English books. The fact that practically all instruction is given in English makes a library of this kind almost indispensable. The city has a good public library, but nearly all of the books are in Spanish, and the majority of them are not adapted to the needs of school children. At a meeting of the teachers a permanent organization, called "The Ponce School Library Association," was formed, and nearly all of the teachers offered to contribute a small amount each month for the support of the library. Soliciting committees were appointed, and a number of the business and professional men of the city gave us help. Later in the year we gave a school entertainment in the theater, with the object of raising funds for the library, the proceeds amounting to nearly \$300. A large number of books have been bought, the library containing at the present time about 1,200 volumes. It is quite extensively used by the pupils, and will be more so when established in the new high school building, where a good room, with suitable furniture, has been set apart for it. Both the school board and the city council have been generous in their donations to the library, and the school board has included in its budget for next year an allowance sufficient to secure the services of a competent librarian.

In conclusion, I wish to express my appreciation of the support and sympathy I have received from the school board of Ponce throughout the year, and also thank the members of the office force of the department for their advice and assistance.

Respectfully submitted.

R. R. LUTZ.
Superintendent of Schools.

THE COMMISSIONER OF EDUCATION.

SCHOOL DISTRICT No. 10.

DEPARTMENT OF EDUCATION OF PORTO RICO, OFFICE OF DISTRICT SUPERINTENDENT. Yauco, P. R., May 31, 1905.

SIR: I have the honor to submit herewith my annual report on the public schools of this district for the present school year up to June 1, 1905.

Notable improvements have been made in the buildings used for school purposes and in their surroundings. When I took charge of the district the 1st of last September I found three of the graded schools of Yauco located in rooms that were so small that they would seat barely 40 pupils each; and these schools, too, were of the first and second grades, where the lack of accommodation is most felt. During the Christmas holidays, however, the school board had the partitions rearranged so that seating accommodations were provided for 55 pupils in each school. During the second school term the same school board caused an excellent wooden picket fence to be built around the grounds of the Garfield Graded School in Guanica.

Impressed by the truths brought out by the commission appointed by the legislature to study ucinariasis, I induced the school boards to demand of the owner of each rented building that he put the outhouses thereof in proper sanitary condition. At the same time I addressed a circular letter to the teachers

calling their attention to the fact that it was their duty to see that the sanitary condition of their schools was kept satisfactory. Some of the house owners offered resistance to the demands of the school boards, but this resistance was overcome, and now there is not one school building in the district that has not safe sanitary conditions. At the same time that the outhouses were put in condition many minor improvements were made in the school buildings themselves.

The school board of Yauco has voted to build a masonry and iron fence around the grounds of the Columbus Graded School of Yauco. The contract for the masonry work has already been placed.

Last February the school board of Yauco voted to set aside \$2,000 for the construction and the equipment of three rural school buildings. To this number the department of education has promised to add two schools. Plans for the buildings have been prepared and approved by your office, and one site has been selected. The actual construction of one building will probably be begun in June.

In addition to improvements made in the school buildings, much has been done for their better equipment. Small nickel clocks have been bought by both school boards, so that every school in the district is now furnished with one. Eighteen blackboards have been made for the rural schools of Yauco, and all of the blackboards of the town schools have been put in good condition. Furniture has been shifted from one school to another in order to better satisfy local conditions. Finally, a stereopticon, with acetylene gas generator and 108 views, has been bought by the Yauco school board, and weekly classes are now being given with it in the principal's school. Later it will be used for giving public lecture courses. The same school board is planning to purchase the necessary instruments for the formation of a school band before the beginning of the next school year. That the instruments may be the property of the schools, and not of any municipal corporation, it has been deemed best to obtain by popular subscription the major part of the money for their purchase, hence the project is working out more slowly than it would were the board planning to pay the entire cost of the instruments.

Although much, very much, has been done for the material betterment of the schools, a great deal remains to be done. Almost all the rural schools are unsatisfactorily housed. In the municipality of Sabana Grande there is not a rented school building that will accommodate 50 pupils. In Yauco four of the graded schools are located in rooms where the distribution of light is bad. The school board is now studying the question of purchasing a building that is offered at a low price and remodeling it for a school building. If this is done the graded schools of Yauco will all be as well located as could be asked. I shall work with the school board of Sabana Grande during the summer and try to have it induce the owners of the rural school buildings to enlarge them or to look for other buildings. So much, then, for material conditions.

Almost universally, the work done in the schools during the year that is coming to a close has been satisfactory. The native teachers, with but two or three exceptions, have shown themselves interested in their work and anxious to improve. Twenty of them have subscribed to educational periodicals published in English, and an even larger number to the Porto Rico School Record. The night schools have been particularly fortunate in the teachers that have had charge of them. The attendance was at first in excess of the capacity in Yauco, but finally fell off as interest waned. I called the attention of the local board to the fact that something should be done, and recommended that the aid of the municipal government be invoked. The board promptly seconded my suggestion and presented a petition to the municipal council requesting it to vote an ordinance requiring that all children employed in business be required to obtain a license and that such license should not be granted unless the applicant knows how to read and write or is a regular attendant at one of the schools, day or night. This ordinance was voted by the municipal council on the 8th of May and immediately put into effect. The result has been that the attendance at both of the Yauco night schools has been brought up to a satisfactory figure. The attendance at the night school of Sabana Grande has always been good.

From all that I have been able to learn, this is the first year that the conversational method of teaching English has been employed in the schools of this district. At the beginning of the school year I found that two of the teachers of English assigned to this district were without experience and that a third had had but one year's experience, and that in the read-and-translate method. Therefore, after I had observed the work of each of the teachers and had

talked over with them the strong and the weak points in their methods, I made arrangements for each to spend a day observing the work of some other teacher, accompanied by me. During such visits we took notes, which we compared and discussed later. This exchange of visits was of great benefit in correcting weaknesses and misinterpretations where they existed and in making the instruction in English as uniform throughout the district as the individuality of the teachers would permit.

On account of the Americanizing influence that I feel it must have, I am strongly in favor of the teaching of English by the native teachers in the rural schools. If the teacher is young and progressive, he can give really profitable instruction in English per se; if he is a relic of the Spanish régime, the whole atmosphere of the school is completely Spanish and there is nothing, outside of the period spent in the English lesson, that tends to impress the child with the fact that "*tempora et mores mutati sunt*." That this impression might be the stronger, I issued instructions that the use of Spanish during the English class should be avoided, and that the work should be essentially objective and conversational. Furthermore, in order that the teachers might have a clearer idea of how to proceed than I could give them by talking to them or even by giving model classes in their schools, I arranged for each teacher to spend a day observing the work of the teachers of English in the graded schools. The teachers made these visits in groups of four, under my guidance. The result of this has not been perfection, nor has it been to make the English work in the rural school equal to that in the town schools, but it has introduced a new and preferable spirit into the study of English in the rural schools. English has now as much individuality as has arithmetic or geography, whereas before it was but an irrational way of saying things that could be far better expressed in Spanish.

The classes in English for the native teachers have been extremely gratifying. Out of a possible 983 absences there were but 56. Not a teacher failed to appear on the 6th of May (on which date it was impossible to hold the written examinations because the question papers did not arrive in time, due to delay in the mails) or on the 11th of May, when the written examinations were actually held, or on the 13th of May, when the oral examinations were held. The average mark obtained by the teachers in the oral examination was 42.6 per cent, on a basis of 50 per cent. These classes and the English work in the rural schools were reciprocally helpful. The teachers sought in their weekly class in English, help for their English work with their pupils; and this showed them where their weakness lay, so that the next time they went to the class in English they could overcome this weakness.

In spite of the fact that the teacher has had to divide his time among three schools in as many municipalities, the agricultural work at the Washington Rural School has been unusually successful. Weekly reports have been sent to this office by the teacher and his reports of real progress have been abundantly confirmed on the occasion of my visits to the school. Over \$7 has been realized from the sale of products of the general garden. This I consider very good, when it is remembered that the grounds contain only half an acre, of which the major part is taken up with individual gardens of the pupils, the products of which they are at liberty to dispose of at will—in order to further stimulate their interest in their work—and when it is remembered that the work has been intentionally experimental and demonstrative even when good results, as far as crops were concerned, were not expected. For instance—twelve rows of sugar cane were planted, three without fertilizer and three each with different kinds of fertilizers—the failure of a part of the crop was more than compensated for by the object lesson in the values of the different fertilizers. The money obtained from the sale of products has been deposited in a bank, and will be used to add to the equipment of the school before the beginning of the next school year. The teacher has shown so much real enthusiasm and intelligence in his work that I would recommend that he be appointed next year to have charge of this school only, instead of having to scatter his energies among three schools.

In accordance with instructions issued from your office, teachers' institutes for this district were held in Yauco on March 24 and 25. In addition to four sessions essentially for teachers—although the general public was invited to attend them and did so in good numbers—a session of more popular and general interest was held on the evening of March 24 in the hall of the Masonic lodge, the members of which generously granted the use thereof gratis. At this session excellent and timely addresses were given by the assistant commissioner of edu-

cation, by Mr. Manuel Fernandez Juncos, of San Juan, and by Mr. Juan Roig, the president of the school board of Yauco. An attentive and appreciative audience filled the room and overflowed onto the balcony. As to the success of the sessions, I need only say that after they were closed many of the teachers asked me to call others before the end of the school year. This I have done twice; unfortunately, on both occasions conditions arose that made it necessary to abandon the project.

The enrollment and the average daily attendance in the schools has been decidedly satisfactory, conditions considered. During the first term some of the rural schools had unsatisfactory enrollments, but since the beginning of the second term everyone of them has had as full an enrollment as the accommodations would permit. Their average daily attendance for the second term was over 90 per cent. Both the municipal judge of Yauco and the police judge of Sabana Grande have faithfully and actively enforced the provisions of the compulsory attendance section of the school law. The average enrollment in the schools of the district during the second term was 59.41, and the average daily attendance was 45.10.

So that the difficulties in obtaining and maintaining a full enrollment and a good average daily attendance in each of the schools that have been encountered this year may be more successfully met next year, I prepared the necessary blanks last fall and sent them out with a circular letter requesting each teacher to make a census of the children of school age living within the jurisdiction of their respective schools. This work was, with few exceptions, carefully and thoroughly done. A résumé of the results is given below. As the name, color, sex, age, and parent's name of each child is given in the forms that have been filled out by the teachers, I shall be able at the beginning of the next school year to give each teacher a copy of the census pertaining to his community and to demand that he have a full enrollment at the start.

Résumé of census of children of school age resident in the tenth school district of Porto Rico, as prepared by the teachers thereof, during the school year 1904-5.

Municipality.	Pupils enrolled.		Children unenrolled.		Total school population.
	Urban.	Rural.	Urban.	Rural.	
Yauco.....	801	507	1,055	1,660	4,023
Sabana Grande.....	362	469	314	1,011	2,156
Total.....	1,163	976	1,369	2,671	6,179

^a Seven rural barrios missing.

On account of the time that is taken for preparation from the regular school work, I am not in favor of frequent or elaborate exercises on special occasions. Moreover, I believe that the lesson of any anniversary may be more deeply and permanently impressed by weaving it into the regular work of the school at the appropriate time than by having the children for weeks beforehand thinking constantly of how, not what, they are going to speak and how they are going to dress. Many of the children are so poor, too, that through shame they stay from the exercises, and an undesirable caste spirit is engendered. For these reasons the only special exercises that have been held by the schools of this district during the present school year were those of Arbor Day and Thanksgiving Day, which were combined on November 24, 1904.

On this occasion all the schools of the town of Yauco met together, marched, accompanied by the municipal band, up the road to the municipal hospital and planted 12 royal palms along the way. Thence they returned to the Columbus Graded School, where an appropriate programme of recitations and songs was carried out by the pupils. In Sabana Grande the town schools also met together and had their procession and exercises. Each of the rural schools also held exercises, including the planting of trees, but on the previous day. For the other anniversaries—Washington's Birthday and that of the abolition of slavery in Porto Rico—I issued instructions to the teachers in accordance with the spirit of my views as expressed above—that on the day prior to the holiday matter relating to the anniversary be introduced into all the classes.

On the 12th of March, at the call of the school board of Yauco, a public meeting was held in the town hall to discuss the project of establishing a public library in town. At this meeting a committee, of which I was elected the president, was chosen to proceed to found the library. This committee met with the most encouraging reception when it set out to collect books and funds for the establishment of the library, and within a month had collected over 600 books, 3 large bookcases, and \$50 in cash. On April 15 the library was formally opened in an excellent stone building facing the principal plaza. For the maintenance of the library the citizens, especially the parents of the school children, were asked to contribute with a monthly quota. Over 400 responded to the call.

In addition, each teacher agreed to contribute a percentage of his salary. The school board voted a subvention of \$10 a month for the rest of the present fiscal year and will increase this to \$15 in its budget for the coming year. At a session held on May 22 the municipal council generously voted a subvention of \$35 a month in its budget for the coming year. But not only is the library materially prosperous; it has proved its *raison d'être*. The attendance was so heavy the first few nights that the committee found it necessary to establish a rule excluding from its privileges children less than 15 years of age, except on Saturday afternoons. In spite of this rule every seat is taken almost every night. Nothing in my experience since I took charge of this district has given me more gratification than the way in which the people of Yauco have demonstrated their appreciation of the establishment of the public library.

During the entire year I have had the valuable aid of the interested and intelligent cooperation of the school boards of the district. If that of Sabana Grande appears by this report to have done less than that of Yauco, the difference has been due rather to the lack of funds than to a lack of interest. In addition to the improvements that the Yauco board has made in its schools, it has spent more than \$150 in the equipment of my office.

Before closing, I beg to make the following recommendations:

That at the end of each school year the department of education assign some book or books for summer study by the teachers. This practice is quite general in the States, and there exists, if anything, more reason for its adoption here than there does there. In the States the school systems have been long established on the same principles, so that if the majority of the teachers are not graduates of normal schools they have, at least, obtained their licenses through examinations that have been for years uniform. In Porto Rico, on the contrary, some of the teachers obtained their licenses in exchange for those that they held under the Spanish régime; others through examinations that but slightly resemble those now held, and a very small number are graduates of the normal school.

Some system for the transfer of pupils from one school to another should be devised. Within the respective districts this could be easily attended to by the superintendents; but there is a considerable movement of families from one town to another in the island that results in the permanent withdrawal of many children from the schools, and in difficulties and confusion in assigning to their proper grades pupils that do seek admission after having attended school in another part.

Again, in my opinion, an effort should be made to assign the schools to municipalities in which the conditions are most favorable to their having the best possible material conditions and attendance. There are municipalities on the island that, with a school budget of but \$7,000, have to provide for the material needs of over 50 schools. As a result, many of the schools are very insufficiently equipped—I have seen some that did not have a piece of furniture—and more than one is allowed to each barrio. On the other hand, Yauco, with a surplus of over \$7,000 in the treasury of the school board, has 9 rural barrios, out of a total of 20, without schools.

Moreover, I believe it would have a stimulating effect on the local educational authorities if it were the announced policy of the department of education to transfer to more promising places schools whose equipment or attendance might be unsatisfactory. Practicing the strictest economy, the department of education has funds sufficient to pay the salaries of teachers for barely one-sixth of the children of school age on the island. Although I am quite in sympathy with the view that no extensive tract should be left without school advantages, even though a low enrollment and less than good equipment have to be put up with, yet I do feel that after this view has received due attention a sufficient material equipment and a high daily attendance should be regarded as indispensable requisites for the maintenance of a school in a community.

In conclusion, I wish to express my gratitude for the constant and unfailing help and advice that have been accorded me in my work by you and by your corps of assistants.

Respectfully submitted.

ROGER L. CONANT,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION.

SCHOOL DISTRICT No. 11.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
San German, P. R., June 1, 1905.

SIR: I respectfully submit to you my second annual report for the schools of the district of San German for the year 1904-5.

The school district of San German is now composed of the three municipalities of San German, Cabo Rojo, and Lajas.

At the beginning of the present scholastic year, the municipality of Maricao was wisely separated from San German and annexed to the district of Mayaguez. It was thought it would be easier to have Maricao attended by the superintendent of Mayaguez on account of better roads and better means of communication.

The municipality of Lajas, which for a time belonged to the school district of Yauco, has now become again a part of the San German district. There is only a very short distance between the city of San German and Lajas proper.

Lajas is a small town with a good substantial 3-room schoolhouse just completed and delivered to the local school authorities of the town for occupancy at the beginning of this calendar year.

The class rooms are large, airy, and all furnished with new modern writing desks. A stone wall has been built around the property; flower beds have been artistically laid down by the school children, and an iron fence will be erected at an early date by the department of education.

One hundred and fifty children can easily be accommodated in the building, under the direction of three graded teachers.

Education is well advanced there, and in the last examination held for rural teachers' certificates, one boy, who is a student of the Lajas school, received his license to teach.

The night school is always well attended by young working people from the neighboring sugar-cane plantations, and certainly gives great credit to the teacher in charge. The attendance is in proportion just as good as in any larger town.

Another teacher of Lajas has now undertaken, with the assistance of the local board, to form a brass band, and no doubt they will have it well organized by the beginning of the next school year.

Baseball is quite a favorite game among the boys of that town.

The people of Lajas are generous and kind and ever willing to help in matters of public education. Unfortunately, the local board of that municipality, like many others on the island, has not been able, for lack of funds in the past, to carry out all their plans, and for that reason also the rural schools, which are only nine in number, are not such as the school board wishes they should be.

There is, however, one good rural school in the barrio of Palmarjero. The building was put up only a few years ago by the department of education as a school of agriculture. The local board has always taken good care of the building and of the adjacent property, and last September had a new coat of paint inside and outside the building. The grounds around the school are fine, and well cultivated by the children themselves, under the guidance of the teacher of agriculture, and the place is such that it really deserves a special mention for its beauty.

There is another school of agriculture in this district, which is situated in the important barrio of Pedernales, in the municipality of Cabo Rojo.

I am very sorry to say that former local boards of Cabo Rojo have never taken much interest in that school. The building is not in good condition. A few repairs and a good coat of paint would make a surprising change in the general aspect of the whole building.

Owing to the untiring efforts of the teacher of agriculture, who visits the school regularly and spends two days there every week (the same as in Lajas), the grounds are kept in good shape and are producing an abundant crop of the best kind of cotton and coffee.

Not very far from the Palmarejo School of Agriculture, which is exclusively attended by boys and under the direction of an intelligent rural teacher, is another school located in a good rented building. This school is only attended by little girls from the age of 5 to 13, under the supervision of a female teacher, and it gives general satisfaction to the people living in that vicinity.

It is to be hoped that the Lajas board of education will be able in the near future to carry out their idea of having in each barrio schoolhouses erected for rural school purposes out of the funds of the local board itself.

It is very gratifying to say that during the present school year the enrollment and attendance of pupils in the schools throughout the entire district have considerably increased. This is due mostly to the exertions and combined efforts of the majority of the teachers (especially rural teachers) and to their constant zeal for the betterment of our schools.

In one of the rural schools the teacher, a woman, had to face many difficulties in regard to the daily attendance of her school children. Out of nearly 50 she had enrolled not over 18 or 20 were attending regularly. The ever-ready excuse given by parents was that the children had no shoes, no clothes; that the father or the great grandfather or some distant relative was sick, and so on. A wealthy man of the barrio, the owner of the schoolhouse, had 6 children who were attending school very irregularly, just the same as the others. The teacher did all she could to improve the attendance, and finally sent a list of names to the municipal judge, including the wealthy man's name. The majority of the guilty parents who were summoned to court surrendered at once, as can be imagined; but it was not so with the well-to-do man, who said that the teacher was no good and should be removed at once from her school. He looked for the support of the leaders of his political party, tried a petition against the teacher, which everybody refused to sign, and at last threatened not to rent his house to the board any longer. All in vain! The teacher remained quiet and firm in the presence of the storm, the local board stood by her, and now she has perhaps the best attendance in the municipality. Of course the rich man, through pride, has never sent his children back to school, waiting for the removal of the teacher, but now everybody is anxious to know what he is going to do next year, as the teacher, in all probability, will not be removed from that school.

The number of children increased so much all over the district, and especially in the towns, that it was deemed necessary to open half-day session classes in the first grades to give a chance to all to attend school and have their share of instruction. The idea met with the approval of everybody, and during the second part of the month of October last two half-day session schools were open in the city of San German, with an enrollment of 50 children each; 3 in the town of Cabo Rojo, where the people grew frantic about it, with 50 children enrolled in each school. Another one was also opened in Lajas with the same good results, as soon as the new school building was ready for use last January.

Of course it is not exactly the kind of schools we wish to have permanently, but at least in that way we have been able to bring together children who now are not seen so much running wild on the streets and doing all sorts of mischievous deeds. We sincerely hope that the day will come before long when we can make better provisions for our schools. With only a few more graded schools in addition to those we already have, we could do away with the present half-day sessions which give only a very limited satisfaction and our most pressing wants would be amply supplied.

As far as the graded schools are concerned, in every part of the district we are well pleased with them and also with the teachers. The progress is good, the daily attendance much higher than last year, the discipline continually improves, and the prospect is very encouraging for the future. The interest of the children in their work seems much better than it ever was before; excellent progress in English has been made both by pupils and teachers, especially in the conversational line, and no doubt that next year the English language will attain a standard mark in our schools. In fact, our graded schools need very little at present, thanks to the zeal and ability of many of our teachers.

What this district needs most, is an increase of schools in the rural parts. It is really a pitiful sight, which many times almost brings tears to the

eyes, to see out in the country so many children of both sexes, with ragged clothes on, who are left entirely to themselves and grow up in complete ignorance of the most elementary duties of life. They have a natural brightness, which would easily develop, if cultivated by education.

Many applications are received from parents seeking the erection of new rural schools in their barrios, and it is with real sadness and quite unwillingly that we tell the people to wait until the means are found to satisfy their wishes.

Since the number of rural schools can not be increased, it should be, and it is, the duty of the local boards to improve the condition of those already established. Members of local boards really know nothing about the needs of the rural schools, and consequently do very little for them. Those schools should be provided with better furniture, and more money should be spent on them.

Great care should be taken also in the selection of teachers. They should be, of course, men and women who really know their duties as teachers and mean to work through conscience more than for money. They should belong to no political party at all.

Unfortunately it happens sometimes in some parts of this district that the good of the school children is mercilessly sacrificed to the interest of the political party to which the local board and the teacher belong, no matter how incompetent the latter may be.

How much better it would be if all the teachers were treated without any regard to their political affiliations, and appointed by the boards only in view of the good they can bring to a community by the education of its children.

Washington's Birthday, and Arbor Day, in the San German district, are favorite holidays. The latter especially arouses great enthusiasm. During the present year both festivities were appropriately celebrated in the city of San German. Patriotic compositions, recitations, and songs were rendered.

In Lajas there was great enthusiasm also. Though small, the town is always awake to all educational interests.

All over the district the rural schools have their own celebrations, not so elaborate, but just as patriotic as the others. Parents seem to enjoy those festivities, and where there is an enterprising young teacher in the country you are sure to find a good crowd of visitors to the school on such days.

Cabo Rojo is never lacking in school celebrations or any educational advancement.

A gold medal is to be awarded to the best pupil in English.

At the end of the school year the presentation will be made to the fortunate one with appropriate ceremonies, and the name of the prize winner will be forwarded to the department of education.

The donor of the medal is the son of Mr. J. M. C. Curry, after whom the school is named.

This year there was quite a deviation from the manner of conducting the teachers' institute last year. This was noticeable especially in one respect. All the teachers were made to take an individual part in each subject discussed.

Refusals were not permitted. Teachers who had never spoken in public before stood bravely before the audience. We were fortunate in having an excellent "conductor" and interesting speakers both daytime and evening. Some of these were the assistant commissioner, Mr. E. W. Lord, Mr. Fernandez Juncos (so well known and liked all over the island), and Mr. Enrique Hernandez, the able conductor of the institute.

During the first evening session at the theater the music of the band and national songs by the children were pleasing features, and many people in the crowded audience expressed a wish for similar interesting public evenings in the future. In fact, everybody was well pleased.

Respectfully,

A. FOURCAUT,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 12.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Mayaguez, P. R., May 31, 1905.

SIR: Following instructions received, I have the honor to transmit herewith my annual report for the current year.

This year brought a change in the size of the district by the addition thereto of the municipality of Maricao and the withdrawal of that of Las Marias, thus making a slight decrease in the number of schools, but an increase in the territorial area of the district. As constituted at present, the district comprises the municipalities of Mayaguez, Anasco, Maricao, Rincon, and Hormagueros, with a total number of 83 teachers distributed among the various classes of schools.

In spite of my continued efforts to better our actual school accommodation in the city schools of Mayaguez and Anasco, the financial standing of these school boards would not permit of any improvement being made. I am sorry to have to confess that many of our school children are still housed in buildings entirely unfit for the purpose, occasioning thereby serious inconveniences both for pupils and teachers, and making the attainment of satisfactory results impossible. Next year our long suffering and patience will be rewarded to some extent, as the department of education has come to our rescue and obtained the use of the magnificent buildings of the United States barracks for school purposes, and when the sound of merry children's voices is heard reverberating in that edifice we shall be able to boast of possessing the most beautiful school building on the island. With this important acquisition Mayaguez—and the school board especially—will realize what good schools mean, and will be able to reduce the enormous deficit at present existing. The city council of Mayaguez has, either through inability or apathy, always found some excuse for not imposing the regulation school tax, or for paying a proportionate share toward the erection of a modern schoolhouse. The building erected last year at Anasco by the department of education only accommodates half the number of pupils attending school, and the school board is actively engaged in taking measures to obtain an additional building. The town of Maricao is anxiously awaiting the construction of its promised building, and little Rincon intends to erect a two-roomed schoolhouse early next year.

The school year opened with a poor rural attendance, and it was deemed necessary to close and transfer to more suitable sites no less than 7 schools for lack of proper attendance. In the case of each transfer satisfactory results have been obtained, although the school buildings can not compare with those previously occupied. The migration of the rural population appears to be the primary reason for these transfers. Two rural teachers resigned at the end of the first term, and the school board, owing to difficulties with the owners of their respective school houses, was unable to reopen these schools until the third term.

In the municipality of Maricao, although two additional rural schools were conceded by the department, only one of these was opened, the reason alleged by the school board being that the location of the other was such that no teacher was willing to accept the position, and that the mayor, who was the owner of the house in question, obstinately refused to have any transfer made.

The attendance and enrollment are considerably higher throughout the district than in previous years. In the graded schools a slight decrease in attendance is noticeable in the second term, consequent upon the numerous holidays that occur then. The rain and the gathering of the coffee crop are always detrimental to the attendance in our rural schools.

In all the graded schools of the district the native teachers have performed a part of their daily work in the English language. The work of the regular English teachers, which before consisted chiefly in the reading and translation of English readers, has been advantageously changed to the rendering of daily lessons based on the subject-matter required in the course of study. Conversation, correct pronunciation, and dictation have been emphasized, resulting in the acquisition by the pupils of an extensive, practical vocabulary of useful English words and phrases. Translation from English into Spanish has been almost entirely abandoned, and the teaching of grammatical rules introduced incidentally as the necessity arose. As a result of the misguided labors of former years we found that our pupils, although possessing remarkable facilities for translation from English into Spanish, failed hopelessly when required to

answer the simplest every-day question in the English language. Great progress and excellent results have been achieved this year in the learning and teaching of the English language, and the change of method has proved most agreeable to the teachers. We have found the book entitled "English for Non-English Speaking People" (Heath & Co.) of the greatest utility.

The weekly classes in English for the native teachers have been fairly well attended and have proved beneficial. The work required of the advanced group called for constant and intelligent study, owing to the novelty of the subject-matter and to the rather difficult wording of the text. Both the written and oral examinations show commendable progress made by the majority of teachers. The inducement offered by the department of education of increased salary to those teachers who are able to perform all their work in English will stimulate many to increased efforts toward becoming proficient in our difficult language. Another valuable aid will be the proposed summer vacation English classes for which some 40 teachers have already matriculated.

The district corps of teachers has, generally speaking, advanced steadily in every respect, and no serious trouble or unpleasant incidents have marred our year's work. There might be improvements made in the daily preparation of work and in the pursuit of self-culture; also in the care of school property and the environments of the school buildings. A few months ago, a spirit of discontent with their lot was observable in a few of the teachers, this being due primarily, I believe, to the political change effected at the last general election and to the mistaken belief that a panacea for all their woes had arrived. It has been necessary to discontinue the services of two teachers, whose inability to comply with their multifarious duties, and their total ignorance of the English language, rendered efficient work impossible. In previous years their services were highly appreciated, and I regret that, owing to circumstances over which they have no control, they are doomed to suffer privation. Surely something ought to be done toward providing pensions for these unfortunate public servants.

The work of our industrial school has progressed as satisfactorily as could be expected, in view of the fact that an entirely new staff of teachers are in charge, and that some of the most attractive branches of the industry have been discontinued. The enrollment and attendance have declined, but the majority of the absentees are now busily engaged in earning a living in trades, the preliminaries of which were acquired in this school. It is a strange but true fact, that, in spite of repeated invitations, the public have systematically ignored its existence. It is my belief that, if the industrial schools of this island must fulfill their mission, the character of the work performed there must change. Some inducements might be offered to the pupils; such as allowing them occasionally to retain articles they have made, and to construct and sell only such things as are of interest and utility to the general public. As the educational feature of industrial work is not yet appreciated by the people, some plan might be adopted which, while not entirely discarding this feature, nor yet inclining too visibly toward trade schools, might serve, provisionally, until universal interest and confidence had been established; then, gradual steps might be taken to put these schools on a definitely approved and firm basis.

Of the 35 pupils that constituted the high school at the beginning of the year, several have been reluctantly compelled to withdraw; some to teach in our public schools, others to engage in domestic occupations. Although their places will be filled at the next examination for common school diplomas, I fear that we shall never have a flourishing high school so long as the pupils are allowed to become teachers before completing the course. A modified course of study seems desirable for this school. If the pupils on entering could take the option of a commercial, industrial, or professional course, I believe many more would be induced to enter and remain there. With a six years' common school course, a youth of 16 or 17 would then be able to earn a living in Porto Rico, where the necessary qualifications are, relatively speaking, very low.

The visit of Miss Susan Huntington, as directress of our local teachers' institute, was a pleasant feature of the year's work. The teachers took an active and intelligent part in the discussions, and benefited considerably by the interchange of ideas. The model classes presented were particularly interesting, emphasizing approved methods and exposing fallacious ones. The public meeting held in the theater in connection with the institute was graced by the presence of Messrs. E. W. Lord, Fernandez Juncos, and Mariano Riera Palmer, all of whom delivered spirited and appropriate addresses. Owing to the rain, and the simultaneous celebration of a counter attraction, the attendance was deplorably poor.

The annual conference of superintendents held at Ponce in January gave us an opportunity of officially welcoming our new commissioner, Dr. Roland P. Falkner, and of discussing the various phases of school work. The papers presented were of a very practical and efficient character, dealing in a masterly manner with present difficulties and future problems.

One of the most important reforms suggested by the Department is that of the withdrawal of some of the old text-books, and their substitution in our schools of more suitable ones. This will supply a long-felt need, and greatly simplify the work of pupils and teachers. The school holidays have been observed throughout the district with enthusiasm, and having now become a part and parcel of the pupil's life, their celebration and significance will, I trust, do more to Americanize the island than we few isolated Americans can hope to accomplish.

On May 6 a novel and interesting entertainment was given by the children in the theater of this city, to provide funds for our public school library. As a result we have \$80 with which to purchase books to add to our 350 volumes previously donated, and I avail myself of this opportunity of soliciting gifts of books or money for this laudable purpose.

In the various examinations for certificates or diplomas, the district has been well represented, and although a large number of the candidates show a lack of preparation, yet it is satisfactory to observe the commendable zeal displayed by the rising generation to become school teachers.

A word of praise is certainly due to our local school boards, who have faithfully discharged their complicated duties, and cheerfully cooperated with me for the betterment of the schools.

Respectfully submitted.

JOHN MELLOWES,
Superintendent Twelfth District.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 13.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Aguadilla, June 5, 1905.

SIR: The following is the annual report for the school district of Aguadilla, and which is also district No. 13:

Last year this district included San Sebastian, but at the beginning of the present school year San Sebastian became the headquarters of the new district of same name, and Isabela was attached to the district of Aguadilla in its stead. The school district of Aguadilla is composed, therefore, of the municipalities of Aguadilla, Aguada, and Isabela, but next year it will contain four municipalities instead of three, as Moca has been separated from Aguadilla and will form a separate body corporate. The separation of Moca from Aguadilla has its disadvantages, but it also has something in its favor. I am afraid that the smallness of the budget of Moca will not allow us to make any great improvement in the schools next year, as out of it will come the salaries of the local officials, the expenses attached to the administration, etc. On the other hand, the home officials will probably take a more decided interest in the Moca schools than do the officials of Aguadilla, who are naturally more interested in the welfare of the schools within the municipality of Aguadilla proper.

I was at first somewhat disappointed, on account of the very friendly relations existing between its officials and myself, that I had lost San Sebastian, but I must say that I have gained a great deal in having Isabela form a part of my district. Isabela formerly belonged to the Camuy district, of which Mr. Hutchinson was superintendent, and I want to give him credit here for the good shape in which the schools were turned over to me. I found that almost all the teachers were young and progressive, and that the people are, comparatively speaking, enthusiastic over their schools.

In Isabela I found that the building in the town used as a graded school was highly unsatisfactory, but after many delays we have finally been successful in having the department build a four-room frame building, which is at present under construction, and which will undoubtedly be ready by the opening of the new school year. This building is to cost \$4,000; one-half of the sum is to be paid by the municipality and the other half by the department. One very useful

feature about the new building is that two of the rooms will be made to communicate by means of folding doors, thus making a large assembly room, which is very necessary on school holidays, when it is very desirable that as many people as possible witness the exercises.

In Aguada the graded school building shows little improvement over its condition last year, although some minor repairs have been made. Most of the rural school buildings of this municipality are in bad shape, but the school board is at present negotiating with the insular treasurer for a loan of \$1,000 with which to erect three rural school buildings, at an approximate cost of \$300 each. This will be the first large sum of money that Aguada will have spent on its schools, as until the present year the school board has always been in debt.

In Aguadilla all the school buildings are in fairly good condition, with the exception of the Baldorioty School on the plaza. We are trying, with some prospect of success, to get the use of the infantry barracks, near the Lafayette School, in which to install the schools at present in the Baldorioty building. The commissioner has offered to put the barracks in proper condition for school purposes, and if we are successful in getting all this Aguadilla will not envy any town on the island its school buildings.

The school board of Aguadilla will find itself in debt at the close of the fiscal year, although I think that the amount will be small; Isabela will probably be able to close without a deficit; and Aguada, for the first time in its history, should find itself with a surplus. It was very unfortunate that just at a time when the school boards of the district were beginning to get their heads above water that the legislature should cut down their allowance, and this in the case of the three, and next year four, school boards of the district will delay certain very necessary improvements in the schools, such as providing them with better furniture, etc. Fortunately, the school board of Aguadilla spent something over \$300 last year in the purchase of new furniture for the schools; the Aguada board very nearly \$150 for the same purpose; and the fact that the new graded school in Isabela will be provided with new modern desks will enable us to fit out pretty thoroughly all the rural schools in the municipality with the furniture at present in the old building.

The desks which the school boards of Aguadilla and Aguada bought are formed on the same lines as the modern desk usually provided by the department, having a bookshelf, etc., and are capable each of seating 5 pupils comfortably. Each rural school in these two municipalities, including Moca, were given four or five of these desks, a new blackboard 10 feet long, and in some instances a bookcase containing 16 cubic feet of space, so that with the furniture which they already had they leave little to be desired. However, it is not my intention to relax my efforts in this direction until every rural school in the district is provided with ten of the desks mentioned, making the comfortable seating capacity fifty for each school.

Probably in no subject has greater progress been made during the present year than in the teaching of English. By obliging the teachers of English to use no Spanish as a means of interpretation in the teaching of English, the department seems to have solved at last the method of teaching this very difficult subject in our schools. From no one who is a competent authority on the subject of teaching children a foreign language have I heard any adverse criticism of the method employed; on the contrary, I have heard the method very favorably commented upon on several occasions, especially by the teachers themselves.

However, the number of American teachers in each school is so limited that the progress of the pupils in English is very slow as compared with their progress in the other branches; but as it seems impossible, and for some reasons inadvisable to increase the number the department should steadfastly maintain the position which it has taken to encourage the native teachers, many of them capable of doing so, to teach all the subjects in the course of study in English. This system has already passed successfully the experimental stage. It is very unfortunate that at a time when the department is bending every effort toward making Porto Rico a bilingual country, and by this means establish a better understanding between Porto Ricans and Americans, that a foreign press should endeavor to make our work unfruitful by alarming the people with biased appeals to their sentiment. This, to my mind, is not because the Spaniard does not recognize the superiority of our schools to his own, but because he recognizes it only too well, and from a spirit of envy, nothing more, is taking a systematic stand against everything American, and this language question is what most hurts him. However, history has too many examples of the

fate of those who oppose progress, and the Porto Rican child will learn English in the public schools in spite of all that may be done to prevent it. The child is very eager to learn English, the parents are desirous that he should do so, and the progressive Porto Rican teacher is losing no time in acquiring it, and time will do the rest.

While I am on the subject of English, I want to say that, in my humble opinion, the attendance of the Porto Rican teachers at the classes given for them should not be made obligatory, because there are too many old teachers who can not learn English, and the system works an unnecessary hardship upon them, but instead every inducement should be offered to those teachers who learn it voluntarily and the problem will solve itself.

During the present year practically all the teachers and pupils in the district were vaccinated, but I regret to report that I have heard of very few cases in which the vaccination has been successful. I do not know to what cause this is due, probably to bad virus, but certainly the farce should not be repeated next year, as our time is too valuable and the health of the children too sacred to expose them unnecessarily to the consequences of a bad operation, not to say anything about the money spent uselessly.

Something should be done to provide more rural teachers for the island. We have had three rural schools in this district vacant during the year, two of them practically all the year, and we could find no teachers to fill them, although we were disposed to accept almost any kind of a teacher—good, bad, or indifferent.

I see no immediate need for a greater variety of books than we have at present, it being preferable, as I said in my report last year, that the teachers should learn the use intelligently the books which we already have. I do recommend the getting of a hygiene in Spanish, for reasons which are too obvious to mention. Covers should be provided by the Department for all books as a means to their preservation. All copy books should be in Spanish, and my reasons for recommending this is that children and teachers have great difficulty in learning to form certain letters, as they think that there should necessarily be a difference between the Spanish and English forms. As instances, the old Spanish "I" is made like our "J" and the "T" resembles our "F." If a Spanish teacher or child sees the word John in writing, as he generally knows very little English, he does not know that the "J" is a "J," but assumes that it is an "I," while if the word Juan were written instead of John he would know immediately that Juan begins with a "J," and would soon learn to give the letter "J" its proper form. The same is true of the "T" and "F" and several other letters. There is no sound reason why there should be a difference of form in the writing of the two languages.

This year we held our annual teachers' conferences on the 28th and 29th of March under the direction of Mr. L. R. Sawyer, chief of the division of supervision and statistics. At the four meetings of the session, intended primarily for teachers, there was an average attendance at each meeting of 92 per cent of all the teachers of the district. The public meeting held on the evening of the 28th, in the casino, was very well attended by both teachers and public. At the last-mentioned meeting addresses were made by the president of the school board of Aguadilla, by Mr. E. W. Lord, assistant commissioner of education, by Mr. Manuel Fernández Juncos, and the meeting was closed by the alcalde of Aguadilla, Mr. Luis Torregrosa. The conference was voted a success by the teachers and public.

The department has in mind the establishing during the summer of a class in English for Porto Rican teachers in those towns where twenty or more teachers are willing to attend. The idea is a good one, and, if carried into effect, will no doubt be of great benefit to the native teachers in their English work; but why can not the Department go a step farther and establish a regular summer school in each district headquarters? I am sure that if a summer school were established in Aguadilla with, we will say, one American and two Porto Rican teachers that at least half of the teachers of the district would willingly attend its sessions for five or six weeks. If such a school is established at Rio Piedras only a limited number of teachers would be able to attend because of the additional expense attendant upon living away from home. These summer schools should be established as near as possible to the homes of the teachers, at least until such time as the attendance at them should be taken as an understood necessity by the teachers themselves.

It is to be deplored that the trip which the Porto Rican teachers made to the States last summer could not be repeated this year. A better means of establishing a better understanding between the people of this island and the

mainland can not be conceived and it is to be hoped that a similar expedition may be arranged for next year. Almost all those teachers who made the trip last summer, some at a great personal sacrifice, are enthusiastic over their experience and do not begrudge the money spent and would no doubt willingly form part of another expedition, and to these could reasonably be added many more who remained at home on account of timidity.

I am happy to say in closing that the three school boards of the district have worked in perfect harmony with me and have given me their hearty cooperation in so far as it lay in their power. I also want to thank you and the several officers of the Department for the help given and the many little courtesies shown me during the year.

Respectfully submitted.

DANIEL F. KELLEY.
District Superintendent.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 14.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
San Sebastian, May 31, 1905.

SIR: I have the honor to forward the first annual report for the district of San Sebastian. The district, comprising the municipalities of San Sebastian, Lares, and Las Marias, was set apart as a new district in 1904. The first mentioned town was formerly a part of the district of Aguadilla; the second, of Arecibo, and the third, of Mayaguez.

Upon reaching the district I was highly pleased to find the school boards composed of men thoroughly interested in the progress of public instruction and willing to help in any way to assure the forward march of the schools.

My first task was to find and furnish a suitable office for the transacting of official business and I appealed to the various school boards for aid. Each one responded most heartily and soon the office was supplied with an adequate office equipment.

There are 46 schools, of which 2 are principal, 13 graded, 2 night, and 29 rural. Besides these there are 3 special teachers of English. One rural school in Las Marias has not been opened during the year, the board not having been able to secure a teacher.

My first impression of the district was not very encouraging, due to the condition of many of the rural school buildings and the lack of necessary furniture. In many there was a scarcity of benches, in others clocks, bells, drinking apparatus, etc. Some of the buildings had no latrines connected with them at all. The school boards have been willing at all times to follow any indications made to them, but, on account of the lack of funds, I am not able to report as much progress as I should like. One of the graded school buildings in Lares was utterly unfit for school purposes, and the board succeeded in hiring a very large building, which fulfills all the requirements of a good school edifice. Some of the rural schools have been changed from one barrio to another where better accommodations could be secured. Practically all the school buildings in the district have been painted or whitened inside and out during the year and many of the teachers have shown great interest in making the school as attractive as possible by laying out gardens and inclosing them with rustic fences and by beautifying the schoolroom with pictures, plants, wreaths, and mottoes.

The Whittier Graded School of San Sebastian has been repaired and painted and the grounds surrounding the building have been graded and inclosed by an iron fence, which greatly adds to the appearance. The teachers and children have laid out two very artistic gardens in front of the building. The school boards of San Sebastian and Lares have placed orders for new benches, which will be ready for the opening of school in September, and are making arrangements to fit out all the schools with everything that is needed before they are opened for the coming year.

Due to the stringent circumstances of the Las Marias board, the \$10,000 appropriation for a new graded school building approved by the department has been substituted by an appropriation of \$5,000 for one of wood. The site for the edifice has been selected and we are in hopes to have the structure finished

some time during the summer. This will make a great improvement in the condition of the schools in that town, as the building used at present for the graded schools is situated on the outskirts of the town and during the rainy season the road leading to the building is almost impassible, due to water and mud. The school board has not been able to do anything this year, as they have not received any funds for current expenses since the 1st of last July. The board is anxious to improve the conditions, and as soon as they have funds at their disposal I expect to be able to report noted progress. The schools of Las Marias were without supplies during almost the whole of the first term, as no one could be found who would bring them from Mayaguez unless cash were paid.

At the present time the school board of Las Marias has a debt of about \$3,000, which has been growing constantly larger during the past few years. With the assistance of the board I have been able to reduce the current expenses some \$900 per year, and within two years am in hopes to have the debt entirely paid. Through the kindness and interest of the owners of rural school buildings we were able to reduce the rent from \$8 per month to \$3 per month in some cases and in others to \$4 and \$5 per month. Some of the employees of the board with exorbitant salaries in proportion to the amount of work to be done were dispensed with and the salary of others reduced. It has been impossible to compel the owners to repair the buildings, as some of them have not received anything in payment for rent for three years.

Being a new district, there was a very scanty supply of books on hand to open the schools, and upon communication with the three superintendents of the districts from which this was formed I was told that no new books had been ordered for these towns. Owing to the hearty cooperation of the department, I was shortly furnished with enough books to relieve the situation somewhat.

The native teachers are mostly young men, there being only 10 women teachers. Upon the whole, the teachers have been earnest and conscientious in their work, always pleased to receive suggestions for improvements in methods or conditions of schools and cheerful in the fulfillment of their duties. They have voluntarily come to the office Saturday afternoons and discussed problems peculiar to their schools, thus manifesting the confidence so essential to unhindered progress.

In regard to advancement in English, I can not give as favorable a report as I would like. Being in the center of the island, the teachers and pupils very seldom come in contact with people who speak English and so have very little opportunity of hearing the language spoken. Generally speaking, the English teachers have worked faithfully with the classes. In some of the schools the pupils have made rapid progress in this branch, and even some rural teachers are able to maintain quite lengthy conversations with their pupils. By the end of next year I am in hopes to place some of the grades upon an English basis.

During the year various meetings have been held with the teachers in their respective towns and some in the country, thus obtaining the cooperation of many parents who live far away from the educational centers. On the 27th and 28th of March the annual conference was held under the able direction of Mr. E. C. Hernandez. This resulted in enormous advantages both practically and theoretically, and the results will continue to be manifest for some time to come. The public conference was held on the evening of the 27th, and an audience of over 200 parents and teachers listened to the inspiring words of the assistant commissioner, Mr. E. W. Lord, and Mr. Fernandez Juncos. The president of the school board and the mayor of the town also gave very interesting and instructive papers, and a chorus of school children rendered several songs, accompanied by the municipal band.

Although the average enrollment for the district is not quite equal to that of last year, I can report a marked increase in the average attendance, due to the assistance of school boards and mayors. The teachers have worked hard to overcome difficulties peculiar to coffee-growing districts, and I can heartily congratulate them for the success obtained. Smallpox and chicken pox have been very prevalent at times, especially in Las Marias, where the attendance in the graded schools fell as low as 12 for over two weeks. It has also been difficult to obtain good attendance on church festival days.

The conditions of the graded school buildings have been greatly improved through more efficient janitor service. In some instances the salary of the janitor has been raised and in others an assistant provided. Thus I have been enabled to demand more faithful work from them, and they have taken more interest in the hygienic conditions of buildings and playgrounds.

Various holidays during the year have been celebrated with marked interest by all parties concerned. The observance of Arbor Day and Thanksgiving Day in San Sebastian and Lares deserves special mention. After the exercises in the various rooms, the pupils united for the public celebration, and after recitations and songs by the children and speeches by members of the school boards and teachers they all marched through the streets to the music of the municipal bands. Shrubs and trees were planted, and then each child was given a flower pot, made from the trunk of the palm tree, and several seeds. These seeds were planted by the children, and next year the flowers that result will be used to adorn their schoolrooms. After the exercises were over in Lares, 400 loaves of bread, 143 pounds of rice, 140 pounds of beans, and some \$8 in 5-cent pieces were distributed among the poor people of the town by the young ladies of Principal Aponte's school.

The observance of Washington's birthday in Lares is worthy of separate mention. A very large building was obtained for the celebration and tastefully decorated by the teachers and pupils with flags, palm leaves, flowers, and bunting. The pupils marched from the principal's school to the place mentioned, headed by the band and the school board. Upon reaching the building prepared for the exercises it was found completely filled with parents and children desirous of seeing the celebration of one of our national holidays. Several flag drills were given by the pupils, under the direction of the English teacher, which far exceeded the expectations of the audience. Besides, there were recitations, speeches, and songs, interspersed with selections by the orchestra. These celebrations have been arranged with the least possible interruption of the daily work of teachers or scholars, the rehearsing having been done evenings and Saturdays.

A series of 34 circular letters has been prepared and sent out to the teachers of the district treating of various phases of school work. Over 200 visits to the schools have been made up to the present, and the use of carbon sheets has proved of great help, both to me and to the teachers. Also personal letters to the teachers treating of some peculiar defects in their schools have not been without results. In my visits I have always tried to have a well-defined purpose, one month taking up one branch of work in particular, and the next month another. At other times I have followed up suggestions made in circular letters or to the teachers in a body. In many cases I have realized the need of bringing a spirit of cheer and inspiring enthusiasm. In my criticisms and reports of the teachers I have exercised as far as possible the three essential elements of tact, fairness, and kindness.

I have noted with great interest the progress of the night schools, especially the one in San Sebastian. There has been very good enrollment all through the year, and the attendance has exceeded my expectations. Both pupils and teachers have shown interest in their work to a marked degree, and the progress has been surprising.

In the district there are 4 private schools, with enrollments from 6 to 20 pupils. As in the towns of San Sebastian and Lares, there are hundreds of children who are unable to enter the public schools, for lack of room. These private schools supplement public instruction. The directors of the schools have been very courteous to me, and they are working for the advancement of learning in the island.

Owing to the great difference in class standing of the various groups of the same grade throughout the district, I have found it necessary to regrade all pupils in the graded schools. The examinations were prepared in this office, and next year each pupil will be placed in the grade corresponding to the results obtained in these examinations.

There is great interest shown by the pupils in the English classes which are to be conducted during the coming summer, and I have no doubt but that they will prove highly beneficial to them.

In the municipality of San Sebastian there are 25 barrios and only 12 rural schools, and in one of these barrios there are almost 200 children. There has never been a school near enough so that these children could attend. In the town of San Sebastian there are enrolled about 350 pupils, and there are over 400 who can not enter the schools, as they can not be accommodated. In view of the urgent necessity I would recommend an increase in the number of schools granted to this town next year.

The agricultural school building in Las Marias, which for the past two years has been functioning as a rural school, is so situated that it is impossible to

obtain good enrollment and attendance without taking pupils away from the graded school in that town.' The two buildings are not over five minutes apart, and therefore I would recommend that the agricultural school be removed to the barrio of Furnia, where there is no suitable building for a school, and where there are plenty of children to more than fill it.

Before closing this report, I wish to thank the commissioner of education and all others associated with him for the kind and prompt attention always given to any details brought to their notice.

Respectfully submitted.

F. E. LIBBY,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 15.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Utuaado, P. R., May 31, 1905.

SIR: I have the honor to transmit you herewith my second annual report on the schools of district fifteen, for the school year 1904-5.

In our report for 1903-4 it was impossible to mention the part which our teachers took in the Porto Rican teachers' summer study trip to the United States. In spite of the fact that the greater part of the teaching force of this district is to be classed as rural, with salaries ranging from \$225 to \$275 per annum, 24 teachers went to the United States and returned to their work with broader ideas and renewed vigor. We wish to express our appreciation of the sacrifices made by them and their families in order to better prepare themselves for the noble part they are to play in molding the character of the coming generation, and we are sure that in years to come they will see that their efforts and sacrifices have not been in vain, and that there is no greater satisfaction than that which comes to the teacher when he sees his pupils occupying positions of prominence and trust among their fellow-men.

The school year began September 26, 1904, with the following distribution of teachers: Utuaado, 1 principal, 9 graded, 2 English, 20 rural; total, 32; Adjuntas, 1 principal, 6 graded, 2 English, 9 rural; total, 18. Night schools were also granted both terms.

The agricultural school established in Utuaado last year was closed at the end of the year in accordance with our recommendation, the teacher in charge, Mr. J. Federico Legrand, having accepted a position as professor of botany in the normal department of the University of Porto Rico. Next year, if a teacher of recognized ability as a teacher of agriculture can be obtained, we would recommend that the work in agriculture be taken up again, but if such a teacher is not to be found, the school should remain in charge of a rural teacher.

In our last report we made the following statement: "In Utuaado the graded schools are sadly in want of a suitable school building." In view of this, immediately upon our return from the States, efforts were made to secure a building which would satisfy the requirements made by our schools. After considering several which seemed to offer suitable accommodations, the school board decided upon that belonging to Mr. José Roig Colomer. The necessary changes and repairs were made and the schools were able to begin the year under more favorable conditions than ever before, four of the grades occupying this building, two occupying what was formerly the *alcaldia*, and two being located in one of the few buildings constructed exclusively for school purposes by the Spanish Government. This arrangement is the best that can be made for the time being, but we would respectfully call your attention to the necessity of a new building for the graded schools of Utuaado.

The buildings occupied by our rural schools in Utuaado are the best to be found in the country districts, and all received a thorough renovating before the first term opened. The property on which is situated the new two-room rural school building, known as the Agassiz School, in the barrio of Vivi Abajo, has been fenced in and several minor improvements made. The Armstrong School was painted during the summer vacation and a new tool house added.

In Adjuntas the graded schools occupy the new Irving School constructed by the department of education, and a hired building. The latter received a thorough cleaning and was painted throughout during the summer months. The rural school buildings in Adjuntas are much inferior to those in Utuado, and it is very difficult to secure buildings suitable for schoolhouses. This is largely due to the financial condition of the school board, which is unable to meet its obligations promptly, and hence it can not oblige the owners to put the buildings in as good shape as otherwise might be. At the present time many of the owners of schoolhouses have not received any payments for the last twelve months. Next year special attention will be given to this matter, and if the school board will take an interest in the matter, undoubtedly we shall be able to improve on existing conditions.

There is nothing more prejudicial to all school work than constant changes in the corps of teachers. We have been quite fortunate in the permanency of our teaching force for the past two years, there having been but one change in the corps of graded teachers. This occurred in the schools of Adjuntas, and was occasioned by the death of Mrs. Maria L. Campos de Cobian, an excellent young woman and a very good teacher, whose loss has been keenly felt not only by her fellow teachers, but also by the entire town of Adjuntas.

In the rural schools more changes have taken place. In Utuado it was found necessary, after careful consideration, to remove 2 teachers who had shown conclusively their inaptitude for any kind of school work. This, together with several resignations, has brought 6 new teachers to Utuado, while in Adjuntas it was necessary to substitute 3 new teachers, all young men, for 3 who left the district at the end of last year.

On the whole the work of the teachers has been good, and if they have been wanting in certain phases of their work, they have more than made up for these defects by the spirit of willingness and interest in all that has pertained to their work. The one thing which more than any other will aid in the forward march of our schools, is the hearty cooperation of the teachers, school board, and the superintendent, and unless this spirit of cooperation does exist, progress will be retarded and much time and strength wasted in needless discord. It gives me great pleasure to be able to say that to this spirit of harmony and community of interests, existing between the teachers and the superintendent, more than to any other one thing, do we owe the steady progress made during the year.

The greatest improvement is to be noted in the condition of the Utuado graded schools, due in part to the better accommodations and in part to the conscientious and untiring efforts of the principal, Mr. Pablo Morales Cabrera, who has given special attention to the work of supervising all work done in the several grades. In Adjuntas the graded schools are in about the same condition as last year, the progress not being so marked as in Utuado.

The attention of almost every superintendent in the island has been centered on the work in English, and I think I am safe in saying that the general opinion is that the results are not sufficient to warrant the outlay of time and money, and that the teachers are not at fault, but the system which has been followed, or rather the lack of system. In view of the above we have decided to make a change in the work which will not only result favorably as regards the work in English, but it will mean a great economy. The plan is that of half sessions, i. e., one half the day the child will do all his work in Spanish, and the other half he will work exclusively in English; this will apply to all grades from the second up to the sixth; the sixth, seventh, and eighth grades will pursue their studies according to a plan prepared by the principal and the superintendent, the language to be used depending largely on the language used in the best text-books to be had in the several subjects, but always giving ample time to Spanish grammar and literature. The work of the first grade will be carried on entirely in Spanish.

By this plan, with the same number of teachers, we shall be able to open two additional schools, which are badly needed in Utuado, and the principal can so arrange his work as to have more time for the very important work of supervising.

As suggested in our last report, we were able to secure the services of Mr. J. R. Buterbaugh as English teacher in Utuado, and we have had the satisfaction of seeing the work in English advance more in one year than in the previous four years. The work of the other teachers of English has been uniformly good, and they have won the esteem and affection of their fellow teachers. It is our

earnest hope and desire that there be no change made in the corps of English teachers assigned to this district for the coming year.

One sad feature of the year was the sudden death, on October 28, 1904, of Miss Adah J. Todd, of Bethel, Conn., who had been in Porto Rico less than three weeks.

The classes in English for the Porto Rican teachers have been carried on throughout the year in accordance with the outline prepared by the department of education, and the work done has been all that could be reasonably expected.

It is a great satisfaction to me to be able to report that the enrollment and attendance in all of our schools is much better than in previous years. At the beginning of the year, by dint of a little attention on the part of all the teachers, the rural schools were filled and the attendance has been better than last year. During the first term there were enrolled in the schools of the district 2,530 pupils, and in spite of the coffee crop and frequent rains the average daily attendance was 1,847. During the second term there were 2,623 pupils enrolled, and the attendance was even better than in the first term. In connection with the question of enrollment and attendance we wish to make special mention of the rural school situated in the barrio of Collores, Utuado, in charge of Mr. Francisco Maestre Serbiá, where an enrollment of 56 has been maintained unchanged since the first day of the year, with an average daily attendance of 55.3.

During the year arrangements have been made whereby the two principals in the district have been able to exchange visits, and we are of the opinion that the value of time spent in this way can not be overestimated. The graded teachers have been able, by means of a programme prepared by the principal, to visit each of the graded rooms, the result of these visits being discussed in a general meeting of the entire group of teachers. It is our plan to arrange a programme whereby the rural teachers, many of whom have never seen another school than their own, can visit one of the better schools of the district and spend the greater part of a day observing how others manage their schools.

There has been no general lack of necessary supplies this year, although in some particulars the list as prepared by the division of property and supplies is quite deficient. I would recommend that at least double the quantity of ink allowed this year be placed on the list for next year, and that an additional box of chalk be allowed each school.

The annual teachers' institute was held March 20 and 21, 1905, under the direction of Mr. Enrique Hernández, superintendent of examinations. Here again, as last year, the value of these gatherings was emphasized. Almost all the teachers in the district were able to attend, and judging from outward appearances all appeared to enjoy the opportunity to meet their companions and to exchange ideas on the work in their different schools. The public meeting was a success in every way, and the room in which it was held was crowded to the doors, although very little had been done to advertise the meeting. The audience heard with pleasure the words of inspiration and encouragement pronounced by Mr. Manuel Fernández Juncos, assistant commissioner of education, Mr. E. W. Lord, and Mr. Enrique Hernández.

The question of school boards and the degree to which their political tendencies injure efficient school work is one which demands as much attention in Porto Rico as it is already receiving in many parts of the United States. The school board in Utuado has worked for the best interests of the schools in many ways, while in others it has been exceedingly lax. Credit is due the board for having paid all back debts, although it is doubtful if this state of affairs would exist were it not for the new plan of disbursements and accounts introduced in the school boards by the department of education. As regards efforts to secure a new and suitable school building for the graded schools, it has done nothing whatever. As regards janitor service it has been quite inefficient, and some change will have to be made the coming year. There has existed among the members of the school board an idea that the ends and aims of the department of education are entirely different from those of the local school board, whereas they must be the same, or one of the two is wrong. Unless this idea changes, material conditions can not be greatly improved in the schools of Utuado.

The school board of Adjuntas is hopelessly in debt, although the municipality owes it a considerable amount, which the board expects to receive from the municipality at the end of the fiscal year. Little attention has been given to buildings or teachers by the members of the board, although they are willing to do anything suggested, but they never find time to put it in practice.

All legal holidays have been observed in the schools, appropriate exercises being held the day previous, and the programmes of the exercises forwarded to this office, in this way enabling us to form a general idea of the mode of observance. Special attention was given to the celebration of Arbor Day and Thanksgiving Day, exercises commemorative of both days being held on the same day. The schools in Utuado, by means of a collection made among the school children, were able to distribute 100 alms to the poorest persons in town, thus giving them cause to be thankful for the observance of the day which, to the ordinary Porto Rican, unversed in the history of the United States, has no meaning whatever.

The night school in Utuado, in charge of Mr. José D. Correa, has done very efficient work, giving elementary instruction to more than 75 illiterates, ranging in age from 12 to 50 years. The enrollment has been made up of all classes of society, the greater element coming from the tradesmen, who are realizing more than ever, under the stimulus of their association with the American labor unions, the necessity of knowing how to read and write. The work done has been very satisfactory, and is a very economical form of education and should be encouraged to the greatest extent possible.

In Adjuntas the night school was a total failure, although intrusted to one of our best graded teachers. The political campaign which was raging at the time of its inauguration proved fatal, and it was necessary to close it within two weeks from the time of its opening.

In accordance with an order of the superior board of health, transmitted us through the commissioner of education, the children in all the schools of the district have been vaccinated, or arrangements have been made to have them vaccinated. This work has been greatly delayed by the insufficient number of vaccination points received by the local health officer from the superior board of health.

I would summarize the work of the past year by saying that it has been one of slow but steady progress, and we may safely assert that within a few years at the most the beneficial results of the present system of public schools, if no radical change is made, will be evident not only in the more important towns and cities of the island, but also in the most remote barrios.

In concluding this report I wish to thank the commissioner of education and the able staff of assistants associated with him for the many attentions they have shown me on all occasions.

Respectfully submitted.

J. W. SMITH,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 16.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Arecibo, P. R., May 23, 1905.

SIR: I have the honor to submit herewith my annual report of the work of this school district during the year 1904-5.

In the reorganization of the school districts of the island, which took place during last summer, the municipality of Lares was segregated from the district of Arecibo and that of Camuy, with the two annexed towns, Hatillo and Quebradillas, was added. This change brought an improvement in the topographical conditions of the district, but at the same time it greatly increased the office work on account of the greater number of teachers, and more than that, on account of the lack of uniformity which is always found in schools that for a long time have been under different management. This also makes it hard to make general statements concerning the conditions of the schools in the two municipalities, since there are many points in which they still differ.

The number of schools has not been increased over that of last year. On the contrary, three rural schools have been closed the greater part of the year on account of not having any application for them until a very recent date. One of the three, in the municipality of Camuy, is still closed. The number of rural teachers in the island increases so little that if we were going to increase the number of rural schools every year we would soon reach the point in which the demand for teachers would be greater than the supply.

SCHOOL BOARDS.

The school board of Arecibo has continued the good work which was begun last year, and the care used in the management of its school funds has brought about a more favorable financial situation than has ever before been enjoyed by it.

At the time this report is being written the board of Arecibo has paid all the expenses incurred up to April 30, 1905, and has a surplus in the bank. The good management will be better appreciated if we take in consideration the fact that the municipality has to support 19 graded schools and 24 rural, and that the house rent paid to the teachers is higher than in the rest of the municipalities of the island except San Juan, Ponce, and Mayaguez. At the same time the board has supplied all the schools with the necessary material, and although the furniture in the rural schools is deficient in quality, each school has seats enough for 50 children or more.

The office work of the board of Arecibo is up to date and is done in a business-like way. The board pays a clerk, the office is opened regularly six hours a day, and the records are kept in the best order.

It has been a trying task to straighten up the situation of the Camuy school board, although it is gratifying to say that the work is almost accomplished. The board, which acted from the beginning of the school year up to January, 1905, did nothing which might result in the improvement of the schools. In the elections held last November a new board was elected, but it did not take many days for me to see that it was going to continue the bad work done by the preceding one, as its members, like the others, were under the same political and local influences which were at the back of everything done by the last board. Fortunately, the new members failed to take the oath of office within fifteen days after the beginning of their term, and this was a legal reason to discharge them. New members were appointed, who began at once to reorganize the board, although they had to work under very adverse conditions. At last they succeeded in straightening up the situation as far as possible, and at the present time all the debts have been paid up to March 31, 1905, when two months ago the obligations of the board amounted to nearly \$2,000.

SCHOOLHOUSES.

With the exception of a few rural schools, the houses used for schools in Arecibo this year have been the same used last year. There has been a good improvement in the way of getting some repairs done by the owners. The school board repaired the buildings occupied by the Jefferson and Baldorioty graded schools. This last building is an old house owned by the municipality, and which is not well suited for school purposes. A fence around the grounds of the Jefferson school will soon be built.

The necessity of building a schoolhouse in Arecibo of at least 15 rooms is obvious. There is not a private house in Arecibo which might fill all the requirements for a school, and the rent paid is always comparatively high. The poor sanitary conditions of the town make it necessary to have the schools separated from the private dwellings as far as possible, or at least from those parts where the population is most dense. Absences of children on account of sickness are extremely frequent, and malaria is almost the only disease which causes these absences. Many children have contracted the disease in the school-rooms, this being most frequent in the rooms situated in the lower floors of the buildings. The school board and myself have been working hard to get a new building erected in this city, but so far we have failed. Yet I am sure that the day will come in which this need will be properly met in one way or another.

With the exception of the building occupied by the graded schools of Quebradillas, which is an excellent private house especially built for the schools, and of that containing the graded schools of Camuy, which, although an old house, has large and well-ventilated rooms, the buildings used for schools in the municipality of Camuy are very deficient. Only three or four of the rural school-houses are satisfactory. As the present board is paying its expenses promptly and regularly, we shall be able, I expect, to secure better houses for next year, or to have the owners of those hired at present repair them.

In connection with this I should say that the schools of Camuy are very poorly equipped with furniture. The furniture, even in some graded schools, is old

and insufficient. It will be necessary to make a good appropriation in the budget for next year for this item, as the schools of Camuy in this respect are some of the poorest in the island.

WORK IN THE SCHOOLS.

The graded schools of Arecibo have simply continued and improved the work done last year, and no new feature has been introduced in the schoolroom work. This persistency in the plan has allowed a good progress in the methods as well as in the discipline, and we are now prepared to make some radical changes next year, especially in the English work.

The classification has been greatly improved, and the results obtained from the work done last year in this respect have gone far beyond expectations. Semiannual examinations have been held for promotions, and the results plainly show their advantages.

The work in the graded schools of Camuy has had a different character, the aim having been to base it on the same principles on which it is based in Arecibo. Therefore we may say that it has been a year of changes and preparation, with good reason to expect good results next year.

The new course of studies for the rural schools issued by the department has greatly simplified the work in the country schools, especially the classification. Outside of the many difficulties met in establishing a uniform programme in all the schools, the plan works well, and has been a real improvement over previous years.

The minimum age for children to enter rural schools should be raised, and no child should be enrolled in the rural schools who has not attained the age of 8 years. Since the child in the rural school has to get through in three years, it is obvious that children of 6 or 7 years can not easily do the work required in the first year.

TEACHERS.

With many changes in the personnel of Arecibo there has been a fair improvement in it. They have showed great interest in their work, with a few exceptions. Judging by the results of my visits to the schools and by the reports sent to the department, the average number of good teachers is larger in Arecibo than in Camuy, not only considering the ability but also the zeal and interest. This is greatly due to the liberality with which two and three years' licenses were distributed in Camuy last year. It will suffice to say that out of 43 teachers employed last year in Arecibo only 12 received two or three years' licenses, while in Camuy 17 out of 25 received them. Only a few of these teachers have done an entirely satisfactory work this year, while the competency of some of them is very questionable. As a matter of fact it is anything but wise to give a teacher two or three years' license when his efficiency is not out of question.

With only one exception the teachers of English have done good work, obtaining the best results that can be obtained with the present system of special teachers.

ENGLISH WORK.

The unsatisfactory results obtained in the English work, even with the best teachers, due to the little time devoted in each room to that important branch, necessarily leads us to make new experiments in this line of our school work. That the special teachers of English, going from room to room and teaching twenty-five or thirty minutes in each grade, do not get results in proportion to the cost of that instruction is out of question. Something has to be done to establish the work in the graded schools on the English basis, and this should be done as soon as the ability of the Porto Rican teachers to teach that language is such as will enable them to teach in it the different branches of the course of studies. Following one plan or another our aim in the future must be to graduate from the graded schools every year a larger proportion of children with a good ability to use the English in both the written and spoken language without neglecting the Spanish. In my opinion at least 70 per cent of the time that the child is in the school should be devoted to teach him English and the other branches in English, while 30 per cent should be devoted to the Spanish language. This can be done either by dividing the time in that way from the first to the eighth grade, or by teaching only English in some of the primary grades and English and Spanish in the rest of the years, so that at the

end the same proportion of 70 to 30 will result, or vice versa. Which of the three ways will be the best experience will tell, although it is a proved fact that the early life of the child is the most appropriate to acquire the ability to speak a language.

AGRICULTURAL SCHOOL.

The financial conditions of the island compel us to try to get the best and largest possible results for the money spent in any school. The agricultural school in Quebradillas has not given any results as such and will probably never give them. For this reason I have recommended that it should be closed next year. With the same amount of money spent in this school we could open and maintain two rural schools, each one of which will surely give the same results the agricultural school has given and perhaps better.

INDUSTRIAL SCHOOL.

It is to be regretted that the legislature failed to provide for the maintenance of the industrial school of Arecibo next year. Although the organization of this school at present fails to fulfill its object, yet it could have been reorganized in such a way as to be a very efficient agency of the educational progress of Arecibo. It is to be desired that the mistake will be corrected in the next session of the legislature, and that enough money will be appropriated for the reopening of this important institution.

The schools of this district have been foremost this year in celebrating some of the legal holidays, especially Arbor Day and Washington's Birthday. On both days the teachers of the graded schools of Arecibo showed a great interest in making these public manifestations of the patriotic and civic feelings which the schools are developing in the children of Porto Rico. When these celebrations show a right spirit of discipline and respect for what is great and worthy, they play an important rôle in forming the character of the children, and at the same time awake the public interest for the schools in the community. In connection with this I must say that the school band and the regiment of the graded schools of Arecibo stand here as a proof of the keen interest that teachers and pupils have taken in their work and as a great help in discipline and character building.

In closing this report I must thank the department for the kind and helpful aid which I have constantly received in my work.

Respectfully submitted.

E. LANDRON.

Superintendent of Schools.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT No. 17.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Manati, P. R., May 29, 1905.

SIR: In accordance with instructions received from your office, I have the honor to submit herewith my annual report on the schools of the district of Manati for the year 1904-5. The writer of this report was transferred from the Camuy district by the former commissioner of education, Hon. Samuel M. Lindsay, and assumed charge of the present district on September 6, relieving my predecessor here, Mr. Edgar L. Hill, who had been in charge two years.

It is my desire to kindly thank Mr. Hill for the valuable information placed in my hands in regard to the district in general. As stated in his brief report left with me, I found all of the schools of the district fairly well equipped. The graded schools were all provided with modern school desks, with the exception of those of the town of Barceloneta, and the rural schools were all furnished with strong boxes for books, water filters, buckets, cups and hatracks, besides having the usual furniture found in rural schools.

My first duty, after taking over all the books and material, was to become acquainted with the school boards to see how much money had been appropriated for public instruction. I found that all the towns of the district had made ample appropriations with the exception of Morovis, in which municipality the board had scarcely made provisions for the absolutely necessary expenses, and therefore we have not been able to make any material improvements there

during the present year. Later on in the report the changes made in the equipment in the other municipalities will be explained.

It seems that very few books were ever condemned by the former superintendents of this district, and I find a great many, especially *Libro Primero* and *Libro Secundo de Lectura*, unserviceable, and it will be necessary to take them out of the schools at the end of the year. In some cases the work has suffered and the advance of classes has been retarded by the bad condition of the textbooks mentioned. My second duty was to petition the school board of Manati to purchase some equipment for an office, where the superintendent could do his work satisfactorily and where proper records of the schools of the district could be kept.

The board kindly granted my request and authorized me to purchase the furniture necessary. I obtained the following as soon as possible: An oscillating mimeograph, cabinet files, chairs, and index files. With this improvement in office equipment I have been able to carry on my work with much greater dispatch than I would otherwise have done without it. This district has not yet been supplied with a typewriter, but I have been fortunate enough to have the use of the one belonging to the Camuy school board. This must be returned to them at the end of the school year.

We have been able to purchase but very little modern furniture for the schools. Should the department continue to sell school desks on the half-price plan, we shall endeavor to equip several rural schools the coming year. During the second term the school board of Manati purchased 50 desks for the graded schools in Barceloneta, and this is the only improvement made in this line in the district. We are sadly in need of blackboards in all the rural schools. Heretofore the blackboard cloth has been nailed on the walls of the buildings, leaving a very rough surface, scarcely fit for use. Our work has been retarded considerably for the lack of this important adjunct for the success of the rural teachers, and it is our intention to have a sufficient number of blackboards made during the summer vacation to supply each school with at least two.

At the beginning of the school year I found the financial condition of the board of Ciales in a deplorable state. The president, a very competent gentleman, was compelled to reside the greater part of his time in San Juan, to attend to private business. The other two members resided in the country. I made several appointments to meet the board to transact business, but they failed to be present. All the members of this board soon resigned. I was then able to recommend for appointment a new board composed exclusively of men residing within the limits of the town. When the present board assumed charge the financial condition was extremely bad, as before stated. In many instances the owners of the school buildings had not been paid for eighteen months.

The five graded schools at Ciales have been taken out of the building in which they were located when I took charge of the district, and are now installed in a building formerly occupied by the ayuntamiento. This house is much better, and has been remodeled so that it makes good, comfortable school quarters. Upon my first visit to the schools of this district my attention was attracted by the absolute neglect of almost all the teachers to make any systematic preparation for their daily work.

Without the proper forethought the teachers naturally had to resort to long and tiresome lectures in conducting recitations, using a great flow of words, but conveying very little to the pupils as food for thought. A circular letter was immediately sent out from this office requiring each teacher to prepare a careful outline of his daily work to be carried out in each class. Some of the teachers considered this an unnecessary burden placed upon them, and complained not a little. This complaint nevertheless has gradually disappeared as they realized the improvement in their own work and also in the reports that they received. During the year many circular letters have been sent out from this office relating to different phases of the work.

In this way I have kept in touch with all the teachers, and at the same time have made the work much more uniform over the district. Being the first year spent here, much of my time has been consumed in visiting the schools, to more thoroughly acquaint myself with the individual work of the teachers and the general condition of the schools.

The work in the three branches—geography, arithmetic, writing, and, probably, English—reach or go over the average degree of efficiency of the same branches in other districts. In history, grammar, and reading the work is deficient in many of the schools. Careful, patient supervision is the only way by which

many of the deep-rooted evils can be eliminated. In great part the question of success devolves upon the teacher. If he is young, progressive, energetic, and possesses a good moral character, all the desired reforms would not be long in being realized.

The teaching of English has progressed satisfactorily in all the towns except Morovis, where there has not been an American teacher this year. If our ultimate aim is to bring pupils out of the public schools with a good knowledge of English, then there must be more English in the work of the children in the first, second, and third grades. We have an example of pupils in the eighth grade at Manati who have had six years' work in English, taught as a branch, with only a fair knowledge of the language and most of them with a very poor pronunciation. This means that children must have more practice during the first, second, and third years, when it is possible for them to acquire a good pronunciation. After reaching the fourth grade it might be advisable to have the entire work in English.

I wish to speak particularly in favor of our teachers' institute, held in Manati on March 22 and 23. Mr. Paul G. Miller was appointed director, and almost wholly to his interest, ability, and knowledge of the character of the Porto Rican teachers is due the extraordinary practical results obtained during the two days' session. The public meeting held on the evening of March 23 was largely attended by the best citizens of Manati. As previously announced, the commissioner of education, Doctor Falkner, and Mr. J. M. Gordils were present. Both delivered addresses of much interest to the public and teachers. The president of the school board, Mr. Clemente Ramirez, also delivered an interesting and instructive address. Public meetings of this character have a far-reaching effect in cultivating public sentiment in favor of our schools.

One night school has been open in the town of Manati during the year, and the work has been very creditable. Quite a number of those enrolled when the school was opened did not know a letter or number; now they can read well in the third reader, and know something about arithmetic, language, and geography. Frequently, after the regular lessons, the teacher has given short lectures on the administration of the municipal and insular governments, besides explaining the rights and duties of a good citizen. These short talks have been highly appreciated by those in attendance, and in my opinion there should be a good night school in every town on the island.

There were no school libraries in this district at the beginning of the school year. One is being founded at present in Manati, and the funds for this purpose are being raised by the sale of 10-cent shares by the pupils of the school. Almost \$100 has been collected in this way, and, in addition to what the school board will contribute, there will be sufficient money to purchase quite a number of books.

There has been a much more economic use of material this year than ever before. I believe I am justified in saying that a considerable sum of money has been saved. Arrangements should be made by the department to forward all the supplies to the districts at the beginning of each school year; then the superintendents could make an equal distribution at the opening of the schools, and at the end of the first and second terms, compelling in this way a more careful use of the material by the teachers. I wish to emphasize that a much larger number of composition books is needed. It must be taken into consideration that the pupils of graded schools need a few additional each year for their work in English.

Arbor Day and Washington's Birthday were both enthusiastically and intelligently celebrated in all the schools. Since being connected with the department of education it has not been my pleasure to see a better celebration than the one held in Manati on Washington's Birthday. The success was largely due to the teachers of English, acting principal, and cooperation of the school board. The former board also kindly assisted in the celebration of Arbor Day. Short exercises will be held in the schools in commemoration of the other holidays, but no particular preparation will be made, as it interferes too much with the regular routine of school work.

Twelve young people will finish the course of study at the end of this year in Manati, and if successful in the final examinations will receive the eighth-grade diploma. I consider these pupils well prepared, and if they continue their studies in the normal school or any high school they should do creditable work.

Attendance has been good in all the graded schools since the opening of the year. During the first term in the rural schools of Ciales and Morovis the

attendance was very low, owing to the fact so often noticed that the children in the coffee-growing regions will not attend when the crop is being gathered.

A noticeable break can always be seen in our public school attendance beginning with the sixth year. This dropping out is caused in many cases by family necessities of different kinds, and should be considered a strong argument in favor of reducing the course of study to six years' work instead of eight.

Summed up as a whole, the progress of the pupils in the schools has been satisfactory, if progress be measured only from the text-books. The real moral education in its broadest sense has only been lightly touched upon by most of our teachers. It appears to me that we are falling short to some extent of the principal object of education, i. e., making good and useful citizens.

With few exceptions the teachers have remained at their posts faithfully during the year, striving to do all in their power for those intrusted to their care. The teachers of English have also labored incessantly, and this report would not be complete without thanking them as well as the Porto Rican teachers for their earnest efforts. While writing this report I have had occasion to refer several times to the report of former commissioner of education, Doctor Brumbaugh, published in 1901. It is a pleasure to note how many improvements have been made from that year to the present time.

The most marked change can be seen in the teachers. Practice under careful supervision, district institutes, teachers' meetings, and the reading of good pedagogical works have wrought a wonderful change in the teaching personnel of the island.

In closing this report I desire to sincerely thank the commissioner of education, the assistant commissioner, and division chiefs for their kind assistance during the year.

Respectfully submitted.

E. W. HUTCHINSON,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 18.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Toa Alta, P. R., May 31, 1905.

SIR: In compliance with your circular letter No. 196 I have the honor to submit you my report of the work in my district up to the 1st of June, 1905:

District No. 18.—It was formed in 1902, when I began to act as superintendent, by segregating the municipalities of Vega Baja and Vega Alta from the school district of Manati, and those of Toa Alta, Corozal, and Dorado from that of Bayamon. These five towns were comprised in two municipalities—that of Vega Baja and that of Toa Alta. There were two school boards, one in each of those municipalities, as it is going on now. There were 6 graded schools and 11 rural ones in Vega Baja, and at present time there are 8 graded schools and 11 rurals. At Toa Alta there were 9 graded, 1 agricultural, and 16 rurals. The number of rural schools has been reduced in Toa Alta to 10, because of the lack of money of the school board to furnish said schools with the furniture required by the department. At present there are 3 rural schools in Toa Alta, whose buildings are freely granted by Mr. Isaac Rivera, Mr. Andrés Rivera, and Mr. Manuel Batists in their barrios. Mr. Elías Rivera, of Corozal, and Mr. José Carro have also offered buildings free for opening 2 rural schools more next year.

Opening of schools.—On the 26th of September of last year all my schools (43 in all, including the English teachers) were opened with the enrollment and attendance required; most part of them with many more pupils. They have gone on with increasing enrollment and attendance generally, because 2 rural ones, which proved not to be well located, were at once removed. I have rural schools, such as those of Cibuco and Padilla (schoolhouses free), with 88 and 77 pupils since their beginning.

Furniture of schools.—Those of Vega Baga are well equipped. Those of Corozal have the necessary furniture. The rural schools of Toa Alta have deficient furniture. Those of Dorado are now badly equipped. Notwithstanding, the conditions are now greatly improved if compared with those prevailing two years ago, when pupils had to sit on the floor. Every school now has closets

and its garden; the graded ones have besides janitors, and every school of Vega Baja has desks, chairs, perches, filters, washstands, etc.

Progress in schools.—In every rural school there are three grades at present—first, second, and third—most of the pupils being fit to pass to the next grade the coming year. In every town there are grades from first to sixth, except Vega Baga, where there are from first to eighth. On last term more than 200 pupils passed to the next grades with good percentages. From fourth grade the pupils generally know as much English as the teachers of Class B. Eight pupils of eighth grade have just applied for free scholarships in the insular normal school, and will take the examination of eighth grade June 12. Five teachers of Class A have been recommended to take the examination at San Juan June 1, that they may teach their grades in English next year.

School sessions.—In graded schools there are two sessions—one in the morning and the other in the afternoon. The morning session begins at 8.30, continuing until 1.30, and that in the afternoon is from 1.30 to 4.30. I have two schools with double and full enrollment and attendance each—one for morning session and the other for afternoon session. The school hours in my rural schools are from 10 a. m. to 3 p. m. In this way the pupils can help their parents in the morning and eat something before going to school, and do not need to go home to dine before the school is closed.

The new plan of study for rural schools has proven to be an advantage, because it details the work and the manner in which it is to be done with clearness.

The teachers as a rule have worked earnestly and with good success, being punctual and interested in their work. The teachers of English have accomplished their hard tasks as models of activity and enthusiasm for the cause of the instruction of the people. The improvement of teachers of Toa Alta, under Mr. O. F. Eastman, since he began to teach on last January, has been very remarkable. We need one English teacher more for Vega Baga next year in order that two English teachers may accomplish the great task of teaching 300 pupils, and twelve teachers of all grades.

The teachers' institute conducted last March by the principal of the high school of San Juan, Mr. Clopper, and myself was attended by all the teachers of the district except three, two of whom were sick. It was very successful in every respect and advantageous for schools. The good impression made upon the people by the evening sessions, attended by the honorable commissiouner of education, assisted by Mr. José Gordils, last still.

Schools for English in summer.—I issued a circular letter advising my teachers of the desirability of their taking advantage of the English summer school offered for my town where 25 teachers would attend it, and everyone answered that they were willing to attend in the town where they must live in summer.

My visits to schools this year have not been so frequent as in past ones, because I have had much more work at the office, have issued more circular letters, and principally because I have spent, whenever possible, more than two hours in visiting each school and in conferring afterwards with the teachers. Those schools in need have been oftener visited.

I have devoted considerable attention to the classes in English for Porto Rican teachers, visiting them oftener than the common schools. The teachers as a whole have improved a great deal, they are no longer ashamed to talk English, all of them except one took the written examination, and all of them except two came to take the oral examination.

The agricultural school at Toa Alta in charge of Mr. Ramon Santini has been successful in every respect. Tobacco, kidney beans, and cotton were grown there, besides a quantity of minor fruits distributed among the pupils. These pupils are learning how to plant better than their parents did.

One night school was opened on the 13th of last February. The enrollment and attendance to this school during the four first weeks increased from 32 to 47. In the last month the enrollment and attendance have diminished a great deal, because the pupils were mostly cigarmakers who have just gone to Bayamon, where they intend to remain at work.

The school board of Vega Baja can support more schools next year, because they have furnished every school in their municipality, and had more than \$500 left. They wish to build a 6-room school building by paying half of its cost.

The school board of Toa Alta has not had money enough to pay teachers punctually, and has had to reduce the number of their rural schools. They should have been obliged to close more if some gentlemen had not granted school-houses rent free. Notwithstanding, their financial conditions have been notice-

ably improved, if we consider that in three years they have paid many old debts for school buildings and for house rent of past years, and at present they are paying with one or two months' delay their current expenses.

Free scholarship.—One girl of Vega Baja passed the examination and entered the Insular Normal School this year.

At present I have on hand 8 applications for free scholarships in the Insular Normal School at Rio Piedras. All these applicants are pupils of the eighth grade in Vega Baja and will take the examination of their grade in Toa Alta on the 12th of June.

Reports Form A.—Since we are making these reports every term instead of every school month, the work is done with more accuracy and ease. Notwithstanding, superintendents must work hard during the first days of each term by day and night to perform their task of examining so many registers and reports.

Help to the teachers.—Before the teachers had to pay for carrying the books and other material to their schools. At present the school boards pay for this and for every transportation of supplies or furniture.

Supplies from the department.—They are well kept in boxes in schools. For two years my worn-out material has not been condemned.

War against anæmia.—In my visits to schools, principally to the rural ones, I would meet the pupils at recess time to talk with them about anæmia, its causes, its remedies, and the necessity of reforming their habits when they favored the spreading of anæmia. My teachers also are interested in this important work for the welfare of the people.

Holidays.—Through all the district, in every graded and rural school, these days have been duly celebrated. Circular letters, with instructions, have been sent out from superintendent's office. The teachers have always sent reports of the way in which they observed holidays and the number of persons attending. The school boards have made provision to take an active part in these celebrations and to allow money from their funds to decorate the rooms, and so on. It is customary for every teacher to make an address to the people and pupils on the subject of each holiday. In my headquarters I have always directed these celebrations personally, and talk to the people, teachers, and pupils.

Very respectfully submitted.

ANDRÉS RODRIGUEZ Y DIAZ,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 19.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Bayamon, May 31, 1905.

SIR: I have the honor to herewith submit for your consideration the annual report of the schools of the district of Bayamon.

SCHOOL POPULATION.

The Bayamon district, which includes the municipalities of Bayamon, Naranjito, and Toa Baja, has a large and rapidly increasing population. An incomplete census taken last year by my predecessor, Mr. Roger L. Conant, showed 6,200 children of school age. Eighty per cent of this number must be considered rural. The resources of the school board are taxed to the utmost limit to provide even decent accommodation for half this number. The territory included within the district is large and the barrios extensive. Added to this is the problem of meeting the increase of population in some towns and the decrease in others.

SCHOOL BUILDINGS.

There have been in use during the year 36 school buildings, of which 2 are owned by the board and 1 donated by the ayuntamiento; the rest are rented.

The two buildings that the board owns—the graded building in Bayamon and the agricultural school at Hato Tejas—are in fairly good condition and will be thoroughly overhauled and repainted during the coming vacation. The ayuntamiento of Toa Baja has also promised to make a few needed repairs on the old *alcaldia* now occupied by the graded school of that municipality. The rented rural school buildings vary enormously. Many of them are small, bare, single-room, palm-thatched shacks, poorly constructed, ily ventilated, and entirely inadequate to house the teeming mass of children packed within their walls. A notable instance is the Sabana Seca school, where the teacher sits in the doorway with her chair placed on a little raised balcony, and from without directs the work within. There was no other building to be had in the barrio, and rather than abandon the school the work was carried on under difficulties. A new building will give relief next year. Other rural school buildings are large, clean, well painted, well lighted, and in excellent repair. Be it said to the credit of the board that it has condemned 18 rural school buildings now in use and will negotiate a loan to erect the same number of neat, commodious structures. The school board also, with the aid of the department, has contracted for the erection of a fine modern school house of 5 rooms to be located at Cataño. The cost will approximate \$9,000. We hope to have the building ready for occupancy at the beginning of the next school year. Another very gratifying feature was the virtual gift to the school authorities of this district of two large brick and stone buildings situated on the *carretera*, and formerly used by the board of public works. With slight repairs these will be immediately available and put into commission as rural schools. Our grateful thanks are due the commissioner for this thoughtful deed.

ENROLLMENT AND ATTENDANCE.

Both the above items show praiseworthy progress. The average enrollment per school has been raised from 44.82 of last year to 50.21, an increase of 12 per cent, and that, too, with little or no enforcement of the compulsory education law. The attendance has been brought up from 31.92 of last year to 38.07, a gain of 19 per cent. These figures speak volumes for the interest and enthusiasm of teachers, parents, and children. Most of the absence seems to be due to torrential rains, impassable rivers, bad roads, and the necessarily great distances to be traveled in the rural districts. Tardiness is far in excess of the normal rate, particularly in the rural schools. This was expected from the beginning. Good attendance means a high tardy average in certain schools. We sacrificed punctuality to regularity, and we got the children. The general results demonstrate the wisdom of the plan. The percentage of pupils neither absent nor tardy during the entire year will also show a magnificent gain over last year's record.

AGE OF WITHDRAWAL FROM SCHOOL.

I am pleased to report that the entrance of a class of seventeen pupils into the examination for the eighth grade in the town of Bayamón gives us hope that the next year will bear golden fruitage in the graduation of the first class completing the whole curriculum. It is to be expected in all places that but a small percentage of the pupils of a school system will be able or willing to complete the entire course, and the question of the age of withdrawal and causes has been discussed far and wide. Fully one-half of our town pupils have withdrawn at the completion of the third grade, another fourth at the beginning of the fifth grade, and the remainder have almost disappeared before the line of the seventh has been reached. The causes are many and various and can have no place for discussion here; but the success of a quiet, insistent propaganda inaugurated in Bayamón some three years ago by parents and teachers is even to-day blossoming into fruit that transfixes our attention. In the rural schools the new course of study gives hope that many and distressing conditions under the same head may be ameliorated, and already the town and rural teachers are at work on a plan by which the three-years' course of the rural schools may be articulated with the six or eight year course of the town schools, so that pupils completing the rural course may enter any town school as a sort of continuation school without losing grade.

HALF-TIME SCHOOLS.

On account of the small seating capacity of three primary graded schools in the town of Bayamon, and the pressure of pupils demanding admittance, it was deemed advisable to try the half-time plan in these rooms. Sixty children for each room were accordingly divided into two groups of 30 each—the younger children attending in the morning, the older ones in the afternoon. A special programme was arranged and strong teachers put in charge. While the experiment was not new—both Germany and the United States giving full reports and statistics of the plan, upon which we might, in a measure, base a forecast of probable results—we felt that we were facing new conditions and new problems, and hoped for only moderate success. The teachers responded magnificently, and tests and examinations repeatedly given during the year by Assistant Commissioner Lord and myself have demonstrated that these half-time schools compare very favorably in efficiency with the all-day schools of the same grade. The entire year's work was covered and the results excellent. It is very probable that the experiment will be extended next year from both graded and rural standpoints, since a like plan tried in two rural schools also proved equally successful.

Another idea that the board is considering is the "double-school" plan. Renting two schoolhouses located at the foci of an ellipse that includes a densely populated barrio, school will be taught in the morning at one of the foci; after dinner and a rest, the teacher mounts his horse and rides to the other point, a half-hour distant over a good road, teaching another group in the afternoon.

AGRICULTURAL SCHOOLS.

The agricultural school has continued its excellent work and rendered entire satisfaction. The truck garden has given fine results, and regularly rotating crops of peas, beans, onions, lettuce, carrots, beets, radishes, etc., have been grown, beside native stock, such as ñame and yautia. A strong nursery of five varieties of young orange trees is doing well, while six of seven classes of bananas have borne luscious fruit. A pineapple patch, including three kinds, demonstrates that the youthful agriculturalists are giving attention to a crop that pays well. The aesthetic standpoint is not neglected, for the girls, assisted by the smaller boys, have beautified the front and sides of the ground with artistically arranged flower plots, where bloom roses and lilies in profusion—the chef d'œuvre, a stretch of smooth lawn with the school initials set in plants of glowing color, with a limestone-rock border. This work has been accomplished under difficulties, water being carried at times from a small stream over a kilometer distant from the grounds. Mr. Pablo Blanco, the teacher in charge, deserves special mention for his energy, intelligence, perseverance, and self-sacrificing spirit. The children have worked well in field and schoolroom.

A few months since, agricultural work was inaugurated at the rural school of Pueblo Viejo, the necessary tools being kindly loaned by the department, while the agricultural station at Mayaguez furnished seed and many valuable suggestions as to planting and cultivating. The work was entirely voluntary, Mr. Luis J. Dubon, the teacher, directing and assisting the pupils in their gardening before and after school. Each boy was given a plat of ground and seed for planting. The experiment has proven a success in every way. Fine crops of garden truck were grown and given to the young farmers for home consumption, or sold, as they elected. Since the institution of the work, five other schools have asked to enjoy the same privilege, and it is probable that next year, with the aid of the department, the work will extend itself. The value of the movement is so apparent as to need no comment.

ENGLISH CLASSES.

The marked advance in interest and the desire for study and progress, as evinced by a comparison of the examination results of last year with those of the present year, speak louder in praise of the teachers of this district than anything I might say here.

THE ANNUAL CONFERENCE.

The annual teachers' conference, held March 17 and 18, at Bayamon, was a notable one from many viewpoints. A general committee of prominent citizens arranged the details and took a personal interest in the work. Every teacher in the district was present. The direction and instruction of the institute chief, Mr. Felipe Janer, was so strong and efficient that the teachers, after prolonging the lessons far beyond the set time for closing, begged that still more time and work be given them. The public session in the evening of the closing day was attended by the best families of the city, the large, double reception hall of the school being crowded to suffocation at an early hour. Mayor Davila welcomed all in a felicitous manner, and the addresses of Commissioner Falkner, Mr. C. H. Ames, of Boston, and Dr. José Barbosa were received with well-merited applause. The deepest spirit of interest and good-fellowship pervaded the entire session, and the accruing benefits are incalculable. The formation of a teachers' association at the close of the first day's work, tending to the general betterment of the profession and the interchange of ideas, is but one of the apparent results.

THE SCHOOL REGIMENT.

The organization of a school regiment for the district has already begun, and the boys are in active daily drill. The work has not yet advanced far enough to demand a detailed report. Suffice it to say that the young soldiers are entering into the drills with zest and interest. If they display the same perseverance and patience that signalized the old cadet battalion of the Mayaguez Industrial School, attaining its well-known proficiency and discipline, the district may well be proud of its school regiment.

TEACHERS.

The teachers have given faithful, intelligent service. The standard of efficiency is gradually being raised and better work done. Every school in the district, both graded and rural, has its garden of flowers, well-watered and tended. There is also an attempt in every school to beautify the interior with pictures and other adornments. In some schools neat carpet mats, modern decorated water filters, beautifully embroidered covers for the teacher's desk, and other advanced ideas attest progress toward a high goal. Character building is being pushed into the foreground, and the children, above all, are first taught correct habits of speech, thought, and action. An esprit du corps that manifests itself in friendly rivalry, firm loyalty, and the deepest devotion to the best interests of the schools, is stimulated among our workers.

RECOMMENDATIONS.

I have the honor to submit the following recommendations: First. That both graded and rural teachers' certificates be qualified as A, B, or C, representing grades of ability in school administration; salary to be fixed according to grade. Second. That teachers be given three regular visiting days each year. The date of such visits and the schools to be visited shall be arranged by the superintendent. Third. That the department stamp every text-book with the date of its issuance as new. Fourth. That monthly report blanks be issued by the department for the marking of principals as such, over and above their duties as teachers. Fifth. That superintendents be required to visit one district at least each year, for comparison of work. Such visit to be made after consultation and arrangement with the department.

Very respectfully submitted.

O. M. Wood,
District Superintendent.

THE COMMISSIONER OF EDUCATION,
San Juan, P. R.

EXHIBIT VIII.

REPORT OF PRINCIPAL OF CENTRAL HIGH SCHOOL.

CENTRAL HIGH SCHOOL OF PORTO RICO AND
CENTRAL GRADED SCHOOL OF SAN JUAN.
OFFICE OF THE PRINCIPAL,
San Juan, June 1, 1905.

SIR: I have the honor to submit the following report for the Central High School of Porto Rico and the Central Graded School of San Juan:

These schools heretofore have been known as the San Juan High and Graded School, but as the legislature of 1904 changed the name of the high school, constituting it the chief institution of its kind on the island, it was considered advisable to give the graded school some name, in order to distinguish it from the high school, and it was accordingly called the Central Graded School of San Juan.

Prior to the present year the high school had been operated on a double system, there being a Spanish division and an English division. It was not deemed necessary to continue this double organization longer, and at the opening of the present school year the two divisions were united on an English basis. This arrangement has given satisfactory results and will be continued.

Two courses of study, the classical and the scientific, were prepared in conformity with the usual requirements in first-class high schools, and were offered to the pupils for their selection at the beginning of the year. It is a singular fact that the majority of the pupils prefer the scientific course, as they do not wish to study Latin. These two courses will constitute the outline of work for next year also, but the subjects of Greek, German, and geology will be dropped. A commercial course, covering two years' work and including bookkeeping, stenography, typewriting and allied branches, will also be offered next year. The requirements for admission to this course will be the same as to the others.

Considering the number of pupils attending the Central High School, its organization is based upon an entirely too elaborate system. There are at present six teachers who give instruction exclusively in the high school, and two special teachers of drawing and music who devote a portion of their time to this school. There are 7 periods daily, or a total of 35 per week, the total number of periods per week for the six regular teachers being 210. Only 122 periods of this total are occupied, showing that only 58 per cent of the time of the regular teachers is given to actual class work. The total enrollment of pupils this year is 57, of which number 11 are Americans. Eleven pupils have withdrawn during the year, the actual enrollment on June 1 being 45. The per capita cost of operating the high school, on the basis of the total enrollment of 57 pupils, is \$158.42, but on the basis of the present enrollment of 45 pupils the average cost per pupil is \$200.66. In the United States the average number of pupils to each teacher in the public high schools of cities of 8,000 population and over is 28.7. In the Central High School of this city the average number on the basis of the average daily enrollment is 6.12. The work that is being done this year by the six regular teachers can be done next year by four teachers, with the assistance of the principal. With another teacher to give instruction in the subjects of the new commercial course, the faculty would be composed of the principal and five teachers. I recommend that no instruction in music be given to the pupils of the high school next year, but respectfully advise that the course in drawing, under the direction of Miss Charlotte S. Dorman, be continued.

The graduating class this year will consist of four pupils, two of whom are Americans. The first-year class next year will probably be larger than in former years, as the number of pupils enrolled in the eighth grades of the common schools is greater than heretofore. Last year 159 pupils were enrolled in all the eighth grades of the island. During the first term of the present year there were 224.

The average daily enrollment in the Central High School for the first two terms was 49, the average daily per cent of attendance being 97.53. In the Central Graded School the average daily enrollment for the same period was 266, and the average daily per cent of attendance 94.23.

The location of the high school and the graded school will be changed during the approaching vacation months, and I respectfully urge that the high school be installed in a building separate from the graded school. I consider this step advisable, as I do not believe that the Central High School will assume its proper place in the activities of the Porto Rican people until it is established as an independent institution.

A quantity of fine laboratory apparatus of French manufacture, a 3-inch telescope, and a number of good works on scientific subjects in Spanish and French, were found in the offices of the bureaus of public works and of forestry and mining, and, through the courtesy of the gentleman in charge, arrangements were made for the transfer of this property to the account of the department of education. It was then brought to the high school, and is now used by the pupils pursuing the studies of the scientific course.

The fine collection of ornithological, zoological, and geological specimens, inherited from the Instituto of Spanish days, has been rearranged and cleaned, four new cases having been secured from the insular library and added to the number theretofore in use. These specimens are of great value to the pupils and an effort will be made to have them arranged to still better advantage after the establishment of the school in its new quarters.

A large French electric stereopticon of the dissolving view pattern, with 152 slides, was secured for the school, and a series of lectures on the history and natural wonders of America was given during the year. Assistant Commissioner E. W. Lord and Mr. C. H. Ames, of Boston, delivered two of the lectures of this series.

The school library has been rearranged, the books labeled anew, and a neat card catalogue supplied. Magazine holders were also furnished, with a view to preserving the periodicals in good condition. The library has been used freely by the pupils all the year, books having been issued once a week.

Following the plan adopted last year, each pupil of the high school has been required to take part once during the year in literary exercises, consisting of declamations and original essays, held in the assembly hall in the presence of the pupils of both schools. This feature of the school work has been conducted in both the English and Spanish languages. The Borinquen Literary Society of the high school has held two meetings.

On February 22, the annual field day contest between the high school and the normal school was held in Rio Piedras. A programme of 12 events was carried out, the normal school scoring 88 points and the high school 22. Good feeling prevailed throughout the games and a number of the young athletes made creditable records, considering their age and experience. Arbor Day was celebrated in a fitting manner by all the public schools of San Juan, on the San José plaza. Decoration Day was also observed. A number of the pupils of the high school and the graded school gave the operetta "Cinderella in Flowerland," in the theater, on the evening of April 8, under the direction of Miss Carolina W. Field, teacher of music. A sum sufficient to cover the expenses was charged for admission, the total receipts being \$98.65 and the total expenses \$87.50; the remainder, \$11.15, is to be devoted to the purchase of special music books.

The work of the graded school has been as uniform as could be expected under the prevailing conditions. A new course of study, adapted to the public school work on this island, is the crying need at present. Year by year the pupils of each grade have become better prepared to do the work of the following grade, and at the close of this year they will have approached still nearer the standard. I wish to take advantage of this opportunity to commend the good work, professional interest, and friendly spirit of the teachers of both schools.

The work in drawing has been exceptionally good and many of the pupils have demonstrated marked ability in their class room efforts in this subject. The results in music have also been good, in spite of the fact that the pupils had had no previous training.

The office of the schools has been supplied with a telephone, a typewriter, a filing device for correspondence, and a card system for keeping the records of the pupils.

It is to be regretted that the high school will be obliged to change its location, as the present site is really an admirable one, but the change will in no way alter the work of the school, and as it makes the concentration of the higher grades of the San Juan graded schools a task easier of accomplishment, it does not lack certain features of advantage.

In conclusion, I desire to express my gratitude for the support and kindly advice you have ever been ready to grant, and which I have found so essential in my work during the year.

Respectfully submitted.

E. N. CLOPPER,

*Principal, Central High School of Porto Rico,
and Central Graded School of San Juan.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

EXHIBIT IX.

REPORT OF THE SUPERVISING PRINCIPAL OF INDUSTRIAL SCHOOLS.

DEPARTMENT OF EDUCATION,
INDUSTRIAL SCHOOLS,
San Juan, P. R., June 9, 1905.

SIR: I have the honor to present my second annual report of the industrial schools of Porto Rico.

This year has been marked by a very decided increase in the enrollment as well as in the average daily attendance. By referring to circular letter No. 168, it will be seen that we are among the leaders as regards increase in these two lines this past year. It is an assured fact that the industrial schools have not only struck a popular chord in the minds of the public, but that we are doing most excellent work despite the fact that we do not teach quite all the subjects that are taught in the public schools. Our academic work ranks as high as the work in the corresponding grades of the public schools, and there has been a most decided increase in the character and efficiency of the industrial work in the various departments of the several schools. This is due very largely to a strong "esprit de corps" among the teachers, and to the bringing into the work of quite a few thoroughly trained specialists for their various departments. The interest in the work as displayed by the teachers has been noticeable in their almost constant attendance, even when they were physically in no condition to attend to their duties, but feeling so thoroughly the importance of the work in their own department has led them to be in some cases almost over-zealous.

It gives me pleasure at this time to express through you to them my appreciation of the really magnificent work that they have done when we consider in how great a degree we were at times handicapped by existing circumstances.

We have attempted in all the schools to inculcate in the minds of the pupils a love for honest labor, devoid of show and noise. This has been fairly well accomplished in a great many cases. In some cases some of the older pupils have been discontented and left school early in the term, but their places have been filled by smaller pupils. It may be of interest to take up at this time a small detailed report of each school.

The Arecibo School has had a most successful year. The enrollment of pupils has been good, and the pupils have manifested much enthusiasm for their work, both in the academic and the industrial departments. The total enrollment of pupils during the year has been 144, as follows: Boys, 65; girls, 79; average age, 15.52 years.

The department of domestic science has paid much attention to the preparation of native vegetables, and has found 36 food substances, native and imported, which answers the purpose in Arecibo.

Considerable nature study has been carried out by bringing to the school different plants, studying their habits, writing compositions about them, and comparing the edible parts. Children have taken a great deal of interest in this work, and have carried a portion of it to the drawing class.* To round out the entire system, 22 subjects, such as sugar, coffee, cocoa, yucca, etc., have been used. Attention has been paid to invalid cookery, and also a little preserving. But Arecibo is not as fortunately located as Mayaguez or Ponce in regard to the variety of fruits.

In the sewing department each child has made an apron and a bag. The classes have made several complete sets of underclothing. Many of the children have made sewing baskets for their own use, having furnished the material for it, and the finished product is certainly very creditable. The list of articles

made in the sewing department covers a wide field, ranging from kitchen aprons to dresses, and from Porto Rican flags to coats for the boys of the industrial school band.

In woodwork it was necessary at the beginning of the year to go back to first principles and instill neatness and accuracy in the minds of the pupils. The showing in this department is very creditable and reflects upon the painstaking teacher. The articles made are altogether useful and some of them quite ornamental. Drawn-work frames for the use of the school have been made, as well as inlaid checker boards, desk furnishings, including blotting pads, inkstands, etc. Some simple bits of furniture, such as Dutch stools and chairs, have been made. In this as in other departments it is not what the student makes at the time of his being in school which is vital but it is the ability to think and apply the skill and knowledge thus gained to other things.

The work in drawing has been very satisfactory, and the results to be shown by this department speak well for the ability of the teacher as well as the skill of the pupils. But this skill is largely in the line of copy work. The children do not have as yet the power of originality. The mechanical drawing shows neatness and accuracy and is altogether creditable to the work taken up which, of necessity, has to be of a simple nature. It will be folly to give these children work in descriptive geometry, or involutes, helix, parabolas, etc., even though they might copy and make presentable drawings, yet they would not understand the principles involved.

In the line of fancy work great gain has been shown this year. Because of its peculiar situation, Arecibo being a sorting and shipping point for coffee, the finer handicrafts, as demonstrated in lace making, embroidery, and drawn work, have been neglected, and when the school was started it was a discouraging revelation to find the pupils so deficient in the most ordinary work of this nature; but the results as shown this year have demonstrated that the pupils are capable of much progress and is a testimonial to the hard work of the instructor.

At the beginning of the year, to satisfy the demand for stenography and typewriting in the various industrial schools, an attempt was made during the last summer to obtain competent Spanish teachers of this subject. It was found impossible to find them, and so the experiment of teaching the work in English had to be resorted to, and I am very happy to say that it has proven successful and satisfactory, taking into consideration the slight knowledge of English on the part of many of the pupils as well as the difficulty of new American teachers understanding how to best impart their knowledge to children of foreign birth, but on the whole the experiment has proven successful.

The pupils have made remarkable progress in their work and have shown great neatness in the execution of their work in typewriting. The school at Guayama, which was opened last September, was greatly handicapped at the beginning because some of the teachers engaged for the various positions had decided not to come to the island, and so it was late in the year before a couple of the departments were opened. Especially was this true of the wood-working department, but under competent instruction I feel that the boys have made most excellent progress. The instructor of leather work of the San Juan school spent a part of the year in Guayama teaching classes and holding a normal class among the teachers, so that upon his departure two of the teachers were able to continue the work. I feel that this branch of industry is one that offers a good field, for, as I have expressed before, home industries, where work of commercial value requiring only a small expenditure for material can be carried on, is one of the important things for the island. Certainly this industry can be carried on at the home of the person doing the work. The shops in the island carry a large assortment of leather, both fine and coarse, and there is always a demand for belts, purses, chatelaine bags, cardcases, cigar and cigarette cases, medicine and traveling cases, magazine covers, and, in fact, the list of articles that can be made from good leather is almost unlimited.

The total enrollment at the Guayama school has been 115, with an average age of 15.3 years and comprising three grades, with a preparatory class, as follows: Fifth grade, 41 pupils; sixth grade, 34 pupils; seventh grade, 22 pupils; with a preparatory class, 18 girls; total number of boys, 56; total number of girls, 59.

The attendance of the preparatory has not been as satisfactory as the principal would have liked, only half of the class remaining until the end of the year. But those who have continued in attendance have done excellent work and are or will be on a par with the fifth grade.

At the Ponce Industrial School the academic work has been of a high grade. The total enrollment for the year has been 152. Of this number 70 were girls and 82 were boys. There is a loss of 22 in the enrollment. This has been caused by many of the children coming from poor families, where the small amount of money that these children could earn was necessary to support the family.

The interest in all branches of the work has been most excellent, and under the efficient control of the principal the discipline has been of the very best.

It is the feeling of all the principals that the industrial branches have done more to keep up the attendance than any other feature we can offer. Children the world over like to make things, and it has been proven that one of the best forms of education is to learn things by doing them.

At the beginning of the year a department of leather work was started, but the teacher resigned early in the term, so that it has not been possible to judge of the results. The department of forging was opened in January, and the regular course of simple exercises, involving the use of different tools and fundamental principles of this trade, have been taught in addition to the exercises. The boys, under the direction of the instructor, are building a fence for the Cantera School. It will be 100 feet long when finished and will be a credit to these boys who have worked so hard and faithfully. The material for this fence has been furnished by the local board, and when completed and put in position it will be an example of practical workmanship, to which the boys, as well as their teachers, can point with pride.

One of the difficulties that we encounter in the industrial schools is the physical weakness of many of the pupils and inability on the part of many to do such work as seems necessary for the best development of the class. This is largely due to climatic and hereditary influences.

A great deal of time and energy, as well as a small amount of money, has been expended by the principal in beautifying the grounds. We feel that considerable credit is due the janitor for his interest and faithfulness in his work.

The school at Mayaguez has passed through a year of special interest as well as trial. Many of the pupils returning with a false idea of what the industrial school was trying to do and finding that the policy of the school was for more solid work and less "fiestas" and shows, they naturally dropped out, and in some cases their places were filled by smaller and younger pupils.

The academic work has been very satisfactory and quite up to the standard. The general distaste to labor with the hands which prevails among the wealthier people, and in fact in all families accustomed to keep peons, prevents many children from such families entering the industrial school, and we feel that we still have a number of years of missionary work teaching the dignity of labor as well as the "Three R's."

The work among the girls shows an advance this year in all branches of domestic arts. We have a much better teacher of drawn work for this department, and the teacher of cookery and plain sewing was one of the best which could be obtained in the States. At this point it would be only justice to record our thanks to Mr. May, Mr. Barrett, and the other Americans connected with the experimental station for their many courtesies to the industrial school. It has enabled Miss Marcus, the instructor in cookery, to carry out many valuable experiments with native products, and to show to these children and their parents what a wealth of supplies heretofore untouched are in abundance at their very doors.

The total enrollment during the year has been 166—82 girls and 84 boys; average age of boys 14.40, of girls 14.29; average classes, A, 31; B, 26; C, 30; preparatory class, 79. Mayaguez has had an excess of preparatory or younger pupils, and the character of the work both in drawing and industrial branches has been suited as far as possible to the pupils, and considering their ages and physical abilities, the results are all that could be expected.

We feel that the teaching force of the various schools has been about equally divided; that each school has had its proportion of strong teachers as well as of those somewhat weaker. It has been a most interesting study to observe and note the various characteristics and strong points of each school.

The San Juan school has had a most successful year, for, by certain changes in the transfer of teachers, resignations, and so forth, some weak points have been strengthened, and on the whole the work has been of a higher grade and type than the year before.

Three of our schools, viz, San Juan, Ponce, and Mayaguez, have been equipped with power and the following machinery for the better handling of lumber and for turning work: From F. E. Reed & Co., wood-turning lathes; Hobbs Manufacturing Company, planers; the American Wood-Working Company, circular saws and band saws. This small equipment has been of great value in facilitating our work.

The introduction of machinery has proven a great attraction as well as a means of developing skill, lightness of touch, and accuracy among the boys who have taken wood turning. It has also been of great assistance to the bench work in wood, saving much time in the preparation and reducing of stock to proper dimensions.

The department of drawn work and embroidery has been strengthened by the new teacher, who is one of the most expert workers that could be found in San Juan; and the showing for the year will rank second to none among even the professional workers of the island. This might also be said of some of the other schools.

The continuation of the leather department, but along different lines, has proven attractive and helpful. Some of our students have developed a skill in the making of small articles of leather, such as belts, pocketbooks, card-cases, etc., that has been equal to a great deal of the commercial work turned out in the States. We have felt very hopeful of such an industry as this, feeling sure that after a couple of years the students would be able to place upon the market a line of articles having a first-class commercial value.

The total enrollment of the San Juan School is as follows: Boys, 73; girls, 113; total, 186. Average age, 15.5 years. Classes: A, 31; B, 63; C, 36; D, 56.

The printing division of the San Juan school was started last year, and out of the first class $33\frac{1}{2}$ per cent have remained to continue the work. At the present time two of last year's boys have been selected by Mr. Green to become regular indentured apprentices in the printing office, learning all branches of the printer's art, and at the same time earning money toward their support. The work done by boys, as shown at the exhibition last year and the one to be held this year, has been of a very creditable nature and demonstrates that the experiment of half-day school time and half-day work in the printing office is capable of producing good results. The system is very different from that of the old apprentice system, in which the boy at the end of the first year has accomplished little more than cleaning the type and presses. The system in practice has been along the modern ideas of manual training, and as soon as a boy is able to do a simple piece of work well he is given something a little more difficult. We feel that four years of school and printing office will turn out good journeymen printers, able to take their places in any Spanish or English office and do work that is a credit to themselves as well as the school from which they came.

Respectfully submitted.

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